



**P.S./M.S. 84Q
THE STEINWAY SCHOOL**

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

SCHOOL: **30Q084**
ADDRESS: **22-45 41ST STREET**
LONG ISLAND CITY, NY 11105
TELEPHONE: **718-278-1915**
FAX: **718- 932-4649**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 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 SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S./M.S. 84Q **SCHOOL NAME:** The Steinway School

SCHOOL ADDRESS: 22-45 41st Street, Long Island City, NY 11105

SCHOOL TELEPHONE: 718 278-1915 **FAX:** 718- 932-4649

SCHOOL CONTACT PERSON: Ms. Judy Slansky **EMAIL ADDRESS:** jslansky1@yahoo.com

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Jennifer Casas

PRINCIPAL: Mr. John A. Buffa

UFT CHAPTER LEADER: Ms. Patricia Pan

PARENTS' ASSOCIATION PRESIDENT: Ms. Jennifer Casas

STUDENT REPRESENTATIVE: Silvio Cifuentes
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 30 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Ms. Nancy DiMaggio

SUPERINTENDENT: Dr. Philip Composto

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
Mr. John A. Buffa	*Principal or Designee	
Ms. Patricia Pan	*UFT Chapter Chairperson or Designee	
Ms. Jennifer Casas	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Silvio Cifuentes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Ruth Bernal	Member/ Parent	
Ms. Cami Meyer	Member/ Staff	
Ms. Dafne Panayiotou	Member/ Parent	
Ms. Suzanne Saltzman	Member/ Staff	
Ms. Denise Supon	Member/ Parent	
Ms. Eva Tsisinos	Member/ Staff	
Ms. Catherine Tsouristakis	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.

SCHOOL VISION AND MISSION:

Vision:

The administrators, staff, and parents of P.S./M.S. 84Q believe our vision is to enable students to reach their highest potential. Our school family is committed to working collaboratively to become the best provider of public education. This vision will enable us to provide our children a safe and creative learning environment that stimulates their educational and social growth, as well as encourage students to reach their highest performance level, becoming functioning and productive citizens in the 21st century.

P.S./M.S. 84Q Mission Statement:

The mission of P.S. M.S. 84Q is to provide students with a high level of education, which emphasizes the Core Curriculum, critical thinking, and collaborative teamwork. Our staff, parents, and community will ensure a safe, nurturing, and creative environment that enables our children to reach their highest potential. We will successfully prepare our students to meet the challenges of the 21st century.

P.S./M.S. 84Q Global Arts and Learning Magnet Mission Statement:

The Global Arts and Learning program, will enable students to reach their highest potential by fostering a rich and well-rounded curriculum that will emphasize the study of the social sciences through an immersion in the literature, art, music and history of cultures or regions in our increasingly interdependent global community. Students will attain an awareness of social understanding and civic responsibility with an emphasis on students' literacy and technology skills, critical and divergent thinking, problem-solving, and collaborative teamwork. A focus on reaching the highest standards will be emphasized.

Part A- NARRATIVE DESCRIPTION:

P.S./M.S. 84 Queens, the Magnet School of Global Arts and Learning, is located in the heart of Astoria, near Steinway Street, and is also known as the Steinway School. We are celebrating the school's 105th anniversary, and have recently completed extensive renovations to the exterior of our beaux-arts style building. With a small population of 408 students, we maintain an intimate, family-like environment, as we expand from a Pre K-5 to Pre K-8 school.

P.S./M.S. 84Q serves an ethnically diverse population with 40.9% of our total population coming from Spanish-speaking backgrounds, and 18.2% from India, Bangladesh and Pakistan. We have a 40.0% Caucasian, a 2.2% African-American, a 14% English language learner, and a 12.2% special education population. We are proud of the fact that we met our Annual Yearly Progress (AYP) for five consecutive years and are rated a School in Good Standing in English Language Arts, Mathematics, and Science, in the 2007-2008 Accountability Status report. We received a grade of A in our School Progress Report for 2008-09.

P.S./M.S. 84Q believes that arts education is extremely important to the development and education of our students. To further this goal, we have a full-time Music Teacher, as well as a partnership with Carnegie Hall. Our Music instruction consists of choral singing; keyboard instruction for students Grades K-2 through the Music and the Brain Program; instruction for playing the recorder for students in Grades 3-5; and participation in our school band or chorus for students Grades 5-7. To support our arts education program, we have a full-time Art Teacher, as well as an art studio. Creative movement and dance is integrated into the Physical Education Program by our full-time Physical Education teacher.

Technology is infused into all curricular areas through the technology lab, in-class computers, *Smartboards*, and wireless laptops, which support Internet research and promote differentiated learning. A Title IID grant provides professional development training, as well as support for teachers and students in second, third, and fifth grades to create projects which integrate literacy, science, social studies, math, and art, through technology. To further support differentiated instruction and educational enrichment, we are implementing the technology-based *Renzulli Learning Program*, and participating in Voyager's Math Mania.

Several classes are involved in special programs throughout the year: A sixth grade class participates in a Robotics Program, creating and producing robotic machines, made with Lego parts., as well as the Stock Market game. One Grade 4 class participates in Read to Feed, a program of Heifer International, in which students raise money by reading books to purchase animals and donate them to impoverished families in 125 countries throughout the world. To encourage students to develop empathy and concern for others, we participate in the Penny Harvest program, which makes donations to less fortunate community members. New York City Cares teamed up with the administration, teachers, parents, and students to beautify our school by painting hallways, stairwells, and classrooms.

Our Parent Coordinator, in collaboration with the administration, created a Student/Parent Agenda Handbook, which contains essential information. She provides outreach services through many workshops to parents including: nutrition, testing information and test prep, high school application process, cyber safety, and the school banking program in partnership with Ridgewood Savings Bank. She hosts training sessions for our volunteer Learning Leaders, and keeps parents informed by helping to publish a Parent Newsletter and calendar. Our continuing efforts stress a school-wide focus on strengthening home-school relationships and increasing parent and community involvement; for example, providing parents with access to the ARIS Parent Link portal, which allows them to view their children's progress.

P.S./M.S. 84Q's Comprehensive Educational Plan for 2009-2010 reflects a concerted effort and specific plans to address the needs of all students, providing quality education for all students, with an emphasis on focused interventions for the special education and ELL students.

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. 084 Steinway								
District:	30	DBN:	30Q084	School BEDS Code:	343000010084				
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	36	36	36		94.6	94.5	94.7		
Kindergarten	44	54	48						
Grade 1	72	42	57	Student Stability - % of Enrollment:					
Grade 2	45	66	42	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	60	55	52		93.2	92.9	93.4		
Grade 4	54	55	52	Poverty Rate - % of Enrollment:					
Grade 5	49	42	54	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	31	31		71.1	71.1	71.1		
Grade 7	0	0	20	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		1	0	1		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		8	7	6		
Ungraded	0	4	0	Special Education Enrollment:					
Total	360	381	408	(As of October 31)	2006-07	2007-08	2008-09		
					8	7	6		
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	23	12	13	Principal Suspensions	0	0	0		
# in Collaborative Team Teaching (CTT) Classes	19	30	37	Superintendent Suspensions	0	0	0		
Number all others	21	18	19						
<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)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0	Number of Teachers	29	35	35		
# receiving ESL services only	62	81	80						

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	8	6	6	Number of Administrators and Other Professionals	4	7	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	1
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)	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.1	100.0
				% more than 2 years teaching in this school	72.4	68.6	71.4
				% more than 5 years teaching anywhere	82.8	74.3	68.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	97.0	94.0	94.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	96.4	100.0
American Indian or Alaska Native	0.6	0.3	0.5				
Black or African American	2.2	2.1	2.2				
Hispanic or Latino	38.1	38.3	40.9				
Asian or Native Hawaiian/Other Pacific Isl.	16.9	16.0	16.2				
White	42.2	43.3	40.0				
Male	48.9	49.6	49.8				
Female	51.1	50.4	50.2				
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		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		√	√	-			
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	5	2	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	92.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.8	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:	19.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	56.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	6.8						

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.

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?

PART IV – SECTION A.1: Analysis of Student Achievement

1. EARLY CHILDHOOD GRADES (Pre-K – 2)

Data Sources Reviewed:	<input checked="" type="checkbox"/> ECLAS-2	<input checked="" type="checkbox"/> Classroom Performance/
<i>Check all that apply:</i>	<input checked="" type="checkbox"/> District/School Benchmark Tests (Type: _____)	<input checked="" type="checkbox"/> Teacher Observations
	<input checked="" type="checkbox"/> Student Writing Folders	<input checked="" type="checkbox"/> DIBELS
		<input checked="" type="checkbox"/> Other <u>Voyager Passport</u>

Summary of Data Analysis/Findings- Early Childhood:

A summary of DIBELS and ECLAS-2 results in Grade 1 indicate the need for improvement in phonemic segmenting fluency, nonsense word fluency, oral retell fluency, and reading accuracy. A summary of DIBELS and ECLAS-2 results in Grade 2 indicate the need for improvement in oral retell fluency, reading accuracy and reading comprehension.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Early Childhood, Grades K-2 program:

- Continuation of instructional strategies, aligned with State and City standards, to improve student achievement in the English Language Arts, provided by the continued implementation of a balanced, scientifically-based literacy program during the Reading and Writing Workshops.
- Phonics instruction will be given during a 30-minute period in grades K-3.
- Teachers will continue to provide direct instruction and support through the Workshop model, which provides whole class, small-group, and individualized instruction.
- All teachers will become more familiar with, and use the reading strategies that are based on scientifically based research in the six dimensions of reading: 1) being able to hear, identify, and manipulate individual sounds (phonemes) in spoken words, and to understand that words are made up of speech sounds or phonemes (phonemic awareness); 2) acquiring letter-sound correspondences and their use in decoding and encoding (phonics); 3) being able to read text fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate strategies to construct meaning from print (comprehension); and 6) developing and maintain motivation to read and become lifelong, independent readers.
- The continued implementation of a school-wide literacy program with parallel instruction in all classes including special education classes.

- Teachers will continue to reinforce literacy strategies during content area instruction.
- Computers and *Smartboards* will continue to be integrated into the curriculum within classrooms and the technology lab to support student achievement.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of all students.
- Increased opportunities for the mainstreaming of special education students in general education classes, and additional support for special needs students in the general education setting.
- Building capacity for all students by continuing the CTT classes in the next grades.
- Classroom libraries will continue to be enlarged and organized by genres, with thirty percent of each classroom library leveled.
- Opportunities will continue to be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers will use data from *Reading 3D*, *Renzulli Learning Program*, *ARIS*, *Acuity*, and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- The library/media program will continue to be coordinated with grade appropriate curriculum to support student achievement, and provide open access, when possible, to provide research opportunities.
- The technology program will continue to be coordinated with grade appropriate curriculum to support student achievement, as well as provide research opportunities.
- Investigation of best practices for sustaining and accelerating the achievement of English language learners.
- Job-embedded professional development by the Literacy Coach provides a support system that follows teachers from professional development into the classroom so teachers can implement new learning into strategies and practices.
- Professional development will be provided in the following areas:
 - The components of a balanced, scientifically-based literacy program and a one hundred-twenty-minute literacy block, including Reading and Writing Workshops.
 - Strategies to implement differentiated instruction in literacy and math
 - Implementing Reading and Writing Workshops, the Phonics program, and math programs
 - The use of specialized strategies to meet the needs of special education students
 - ESL strategies and the new ELL standards
 - Incorporating varied learning styles into instruction and assessment of learning
 - Strategies to enhance comprehension skills across content areas
 - Connecting math and literacy
 - Implementing the writing process within the Writers Workshop
 - Strategies to improve vocabulary development
 - Continue Integrating technology into the curriculum to improve student achievement
 - Strategies to support Middle School student academic progress

PART IV - SECTION A.1: Analysis of Student Achievement (ELEMENTARY AND MIDDLE SCHOOLS)

2. ENGLISH LANGUAGE ARTS (Grades 3 – 8)

<i>Data Sources Reviewed</i>	X NYC Assessment	X Student Portfolios
<i>-Check all that apply:</i>	X District/School Benchmark	X Journals
	X Tests (Type: <u>Acuity Assessments, ECLAS-2</u>)	X Classroom Performance/ Teacher Observations
	X Unit/Teacher-Made Tests/ Grade Level Tests	Other _____
	X Items Skills Analysis (e.g. Acuity Assessments, Voyager Passport Benchmarks)	

Grade 3 Student Performance on the CTB-Reading Test

ALL TESTED STUDENTS

Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	1	1.5	13	20	45	69.2	6	10.7	51	78.5
2008	5	10.4	14	29.2	29	60.4	0	0.0	29	60.4
2007	8	13.1	13	21.3	38	62.3	2	3.3	40	65.6

Grade 3 Student Performance on the CTB-Reading Test

SPECIAL EDUCATION STUDENTS

Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	1	7.1	7	50.0	5	35.7	1	7.1	6	42.9
2008	3	50.0	1	16.7	2	33.3	0	0.0	2	33.3
2007	5	41.7	5	41.7	2	16.7	0	0	2	16.7

Grade 3 Student Performance on the CTB-Reading Test

ELL STUDENTS

Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	6	31.6	12	63.2	1	5.3	13	68.4
2008	2	12.5	9	56.3	5	31.3	0	0.0	5	31.3
2007	5	38.5	6	46.2	2	15.4	0	0.0	2	15.4

Grade 3 English Language Arts	2007- 2008	
	# tested students	% scoring Level 3+
All Students	48	60
General Education	40	68
Students with Disabilities	8	25
American Indian or Alaskan Native	-	-
Black or African American	2	-
Hispanic or Latino	25	48
Asian or Pacific Islander	4	-
White	17	76
Small Group Totals (S)	6	67
Female	22	80%
Male	26	46
English Proficient	31	77
Limited English Proficient	17	29
Economically Disadvantaged	48	60
Not Economically Disadvantaged	-	-
Migrant	-	-
Not Migrant	48	60%

* S = Percentages are suppressed into Small Group Totals

Summary of Data Analysis/Findings- Grade 3 CTB-Reading Test:

An analysis of Grade 3 CTB-Reading Assessment results, from 2007 to 2009, indicates the following:

Results for **all tested students** indicate an 11.6% decrease (from 13.1% to 1.5%) of students performing at Level 1, and 12.9% increase (from 65.6% to 78.5%) of students performing at or above Level 3.

Results for **special education students** indicate a 34.6 decrease (from 41.7% to 7.1%) of students performing at Level 1, and a 26.2% increase (from 16.7% to 42.9%) of students performing at or above Level 3.

Results for ELL students indicate a 38.5% decrease (from 38.5% to 0.0%) of students performing at Level 1, and a 53.0% increase (from 15.4% to 68.4%) of students performing at or above Level 3.

Results by **student groups** indicate a positive trend in the performance of all Grade 3 students, performing at or above Level 3, including all tested students, special education students, and English language learners.

A review of Acuity Assessment data indicates that general education Grade 3 students need additional instruction and practice in the following literacy skills:

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

A review of Acuity data indicates that special education Grade 3 students need additional instruction and practice in the following literacy skills:

- Evaluate the content by identifying important and unimportant details

- Make predictions, draw conclusions, and make inferences about events and characters
- Use graphic organizers to record details from informational texts
- Identify author's purpose
- Distinguish between fact and opinion

A review of Acuity data indicates that Grade 3 ELL students need additional instruction and practice in the following literacy skills:

- Evaluate the content by identifying important and unimportant details
- Identify main idea and supporting details in informational texts
- Read and understand written directions
- Identify author's purpose

ENGLISH LANGUAGE ARTS

<i>Data Sources Reviewed</i>	X NYC Assessment	X Student Portfolios
<i>-Check all that apply:</i>	X District/School Benchmark	X Journals
	X Tests (Type: <u>Acuity Assessments</u>)	X Classroom Performance/
	X Unit/Teacher-Made Tests/ Grade Level Tests	Teacher Observations
	X Items Skills Analysis (e.g. Acuity Assessments)	Other _____

Grade 4 Student Performance on the NYS ELA Assessment

ALL TESTED STUDENTS

Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	2	4.1	15	30.6	30	61.2	2	4.1	32	65.3
2008	6	10.9	8	14.6	38	69.1	3	5.5	41	74.5
2007	4	7.8	15	29.4	31	60.8	1	2.0	32	62.8

Grade 4 Student Performance on the NYS ELA Assessment

SPECIAL EDUCATION STUDENTS

Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	2	22.2	4	44.4	3	33.3	0	0.0	3	33.3
2008	5	50.0	4	40.0	1	10.0	0	0.0	1	10.0
2007	3	20.0	8	53.3	4	26.7	0	0.0	4	26.7

Grade 4 Student Performance on the NYS ELA Assessment

ENGLISH LANGUAGE LEARNERS

Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	#	#	%	#	%
2009	2	15.4	8	61.5	3	23.1	0	0.0	3	23.1
2008	2	22.2	5	55.6	2	22.2	0	0.0	2	22.2
2007	3	33.3	4	44.4	2	22.2	0	0.0	2	22.2

Grade 4 ELA Results 2008 Level 3 or Above		
	# tested students	% scoring Level 3+
All Students	54	76
General Education	44	91
Students with Disabilities	10	10
American Indian or Alaskan Native	0	-
Black or African American	1	-
Hispanic or Latino	15	60
Asian or Pacific Islander	9	-
White	29	90
Small Group Totals (S)	10	60
Female	32	75.0
Male	22	77
English Proficient	45	87
Limited English Proficient	9	22
Economically Disadvantaged	54	76
Not Economically Disadvantaged	-	-
Migrant	-	-
Not Migrant	54	76

Summary of Data Analysis/Findings- Grade 4 ELA:

An analysis of Grade 4 ELA Assessment results, over the three-year period from 2007 to 2009, indicates the following:

Results for **all tested students** indicate a 3.7% decrease (from 7.8% to 4.1%) of students performing at Level 1, and a 2.5% increase (from 62.8% to 65.3%) of students performing at or above Level 3.

Results for **special education students** indicate a 2.2% increase (from 20.0% to 22.2%) of students performing at Level 1, and a 6.6% increase (from 26.7% to 33.3%) of students performing at or above Level 3.

An analysis of results for **English language learners** indicate a 17.9% decrease (from 33.3% to 15.4%) of students performing at Level 1, and a .9% increase (from 22.2% to 23.1%) of students performing at or above Level 3.

Summary of Data Analysis/Findings-Student Subgroup Performance in ELA:

Results by **student groups** indicate disparities between subgroups performing at or above Level 3:

- General Education (65.3%) - Special Education (33.3%) - English Language Learners (23.1%)

The results indicate a positive trend in the performance of all Grade 4 students performing at or above Level 3, including all tested students: general education, special education, as well as English Language Learners.

We met our State-designated Performance Target in ELA for 2008-2009.

A review of Acuity assessment data indicates that Grade 4 general education students are likely to need additional instruction and practice in the following literacy skills:

- Collect and interpret data, facts, and ideas from unfamiliar texts
- Use specific evidence from stories to identify themes; describe characters, their actions and motivations; relate a sequence of events
- Make predictions, draw conclusions, and make inferences about events and characters

A review of Acuity assessment data indicates that Grade 4 special education students are likely to need additional instruction and practice in the following literacy skills:

- Identify main ideas and supporting details in informational texts
- Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic
- Make predictions, draw conclusions, and make inferences about events and characters
- Evaluate the content by identifying important and unimportant details
- Use knowledge of story structure, story elements, and key vocabulary to interpret stories
- Use specific evidence from stories to describe characters, their actions, and motivations; relate sequences of events

A review of Acuity assessment data indicates that Grade 4 ELL students are likely to need additional instruction and practice in the following literacy skills:

- Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic
- Collect and interpret data, facts, and ideas from unfamiliar texts
- Use graphic organizers to record significant details about characters and events in stories
- Use specific evidence from stories to describe characters, their actions, and motivations; relate sequences of events
- Use knowledge of story structure, story elements, and key vocabulary to interpret stories
- Use specific evidence from stories to describe characters, their actions, and motivations; relate sequences of events
- Make predictions, draw conclusions, and make inferences about events and characters

ENGLISH LANGUAGE ARTS

<i>Data Sources Reviewed</i>	<input checked="" type="checkbox"/> NYC Assessment	<input checked="" type="checkbox"/> Student Portfolios
<i>-Check all that apply:</i>	<input checked="" type="checkbox"/> District/School Benchmark	<input checked="" type="checkbox"/> Journals
	<input checked="" type="checkbox"/> Tests (Type: <u>Acuity Assessments</u>)	<input checked="" type="checkbox"/> Classroom Performance/ Teacher Observations
	<input checked="" type="checkbox"/> Unit/Teacher-Made Tests/ Grade Level Tests	Other _____
	<input checked="" type="checkbox"/> Items Skills Analysis (e.g. Acuity Assessments)	

Grade 5 Student Performance on the CTB-Reading Test										
ALL TESTED STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Level 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	8	15.7	40	78.4	3	5.9	43	84.3
2008	0	0.0	8	20.5	31	79.5	0	0.0	31	79.5
2007	6	12.2	12	24.5	30	61.2	1	2.0	31	63.3

Grade 5 Student Performance on the CTB-Reading Test										
SPECIAL EDUCATION STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Level 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	5	71.4	2	28.6	0	0.0	2	28.6
2008	0	0.0	5	55.6	4	44.4	0	0.0	4	44.4
2007	6	50.0	3	25.0	3	25.0	0	0.0	3	25.0

Grade 5 Student Performance on the CTB-Reading Test										
English Language Learners										
Year	Level 1		Level 2		Level 3		Level 4		Level 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	3	50.0	3	50.0	0	0.0	3	50.0
2007	5	62.5	3	37.5	0	0.0	0	0.0	0	0.0

Grade 5 ELA Results 2007-2008 Level 3 or Above		
	# tested students	% scoring Level 3+
All Students	39	79
General Education	30	90
Students with Disabilities	9	44
American Indian or Alaskan Native	1	-
Black or African American	1	-
Hispanic or Latino	18	67
Asian or Pacific Islander	4	-
White	15	87
Small Group Totals (S)	6	100
Female	17	82
Male	22	77
English Proficient	35	-

Limited English Proficient	4	-
Economically Disadvantaged	39	79
Not Economically Disadvantaged	-	-
Migrant	-	-
Not Migrant	39	79

Summary of Data Analysis/Findings-Grade 5 Reading:

An analysis of Grade 5 CTB-Reading Test results; over a three-year period from 2007 to 2009, indicates the following:

Results for **all tested students** indicate a 12.2% decrease (from 12.2% to 0.0%) of students performing at Level 1, and a 21.0% increase (from 63.3% to 84.3%) of students performing on or above Level 3.

Results for **special education students** indicate a 50% decrease (from 50.0% to 0.0%) of students performing at Level 1, and a 3.6% increase (from 25.0% to 28.6%) of students performing on or above Level 3.

Results for **English language learners** indicate a 62.5% decrease (from 62.5% to 0.0%) of students performing at Level 1, and a 50.0% increase (from 0.0% to 50.0%) of students performing on or above Level 3.

The results for Grade 5 students indicate a positive trend of students performing at or above Level 3, including all tested students, special education students, and English language learners.

Summary of Data Analysis/Findings-Student Subgroup Performance in ELA:

Results by **student groups** indicate disparities between subgroups performing at or above Level 3:

- General Education (84.3%) - Special Education (28.6%) – English Language Learners (50.0%)

A review of Acuity assessment data indicates that Grade 5 general education students need additional instruction and practice in the following literacy skills:

- Read to collect and interpret data, facts, and ideas from multiple sources
- Identify information that is implied rather than stated

A review of Acuity assessment data indicates that Grade 5 special education students need additional instruction and practice in the following literacy skills:

- Read to collect and interpret data, facts, and ideas from multiple sources
- Identify information that is implied rather than stated
- Distinguish between fact and opinion
- Define the characteristics of different genres

A review of Acuity assessment data indicates that Grade 5 English language learners need additional instruction and practice in the following literacy skills:

- Read to collect and interpret data, facts, and ideas from multiple sources
- Distinguish between fact and opinion
- Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details
- Define the characteristics of different genres

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for Grade 3 - 5 students:

- Continuation of instructional strategies, aligned with State and City standards, to improve student achievement in the English Language Arts, provided by the continued implementation of a balanced, scientifically-based literacy program during the Reading and Writing Workshops.
- Teachers will continue to provide direct instruction and support through the Workshop model, which provides whole class, small-group, and individualized instruction.
- The continued implementation of a school-wide literacy program with parallel instruction in all classes including special education classes.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- The expansion of the Wilson Reading program for students who need additional academic literacy support services.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of all students.
- Classroom libraries will continue to be enlarged and organized by genres, with thirty percent of each classroom library leveled.
- Computers will continue to be integrated into the curriculum within classrooms and the technology lab to support student achievement.
- Opportunities for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers will use data from Acuity and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers will reinforce literacy strategies during content area instruction.
- The school library will continue to support student achievement, and provide open access, when possible, to offer research opportunities to students.
- The technology program will continue to be coordinated with grade appropriate curriculum to support student achievement, as well as provide research opportunities.
- Investigation of best practices for sustaining and accelerating the achievement of English language learners.
- Job-embedded professional development by the Literacy Coach provides a support system that follows teachers from professional development into the classroom so teachers can implement new learning into strategies and practices.
- Professional development will be provided in the following areas:
 - The components of a balanced, scientifically-based literacy program and a one hundred-twenty-minute literacy block, including Reading and Writing Workshops.
 - Strategies to implement differentiated instruction in literacy
 - Implementing Reading and Writing Workshops
 - The use of specialized strategies to meet the needs of special education students
 - ESL strategies and the new ELL standards
 - Incorporating varied learning styles into instruction and assessment of learning
 - The creation and management of literacy/learning centers
 - Strategies to enhance comprehension skills across content areas
 - Implementing the writing process within the Writing Workshop
 - Strategies to improve vocabulary development
 - Effective strategies for teaching reading.

- Integrating technology into the curriculum to improve student achievement
- Strategies to support Middle School student academic progress

<i>Data Sources Reviewed</i>	X NYC Assessment	X Student Portfolios
<i>-Check all that apply:</i>	X District/School Benchmark	X Journals
	X Tests (Type: <u>Acuity Assessments</u>)	X Classroom Performance/
	X Unit/Teacher-Made Grade/Grade Level Tests	Teacher Observations
	X Items Skills Analysis (e.g. <u>Acuity Assessments</u>)	Other _____

Grade 6 Student Performance on the New York State ELA Test										
ALL TESTED STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	6	20.0	24	80.0	0	0.0	24	80.0
2008	0	0.0	10	35.7	18	64.3	0	0.0	18	64.3

Grade 6 Student Performance on the New York State ELA Test										
SPECIAL EDUCATION STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	5	71.4	2	28.6	0	0.0	2	28.6

Grade 6 Student Performance on the New York State ELA Test										
ENGLISH LANGUAGE LEARNERS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	2	33.3	4	66.7	0	0.0	4	66.7

Since this is the second year of our expansion in middle school, there is limited data for comparison.

An analysis of Grade 6 CTB-Reading Test results; over a two-year period from 2008 to 2009, indicates the following:

Results for **all tested students** indicate no change (0.0%) of students performing at Level 1, and a 15.7% increase (from 63-4.3% to 80.0%) of students performing on or above Level 3.

Results by **student groups** indicate disparities between subgroups performing at or above Level 3:

- General Education (80.0%) - Special Education (28.6%) – English Language Learners (66.7%)

A review of Acuity assessment data indicates that Grade 6 general education students need additional instruction and practice in the following literacy skills:

- Identify information that is implicit rather than stated
- Identify a conclusion that summarizes the main idea

A review of Acuity assessment data indicates that Grade 6 special education students need additional instruction and practice in the following literacy skills:

- Identify information that is implicit rather than stated
- Identify a conclusion that summarizes the main idea
- Identify essential details for note taking

A review of Acuity assessment data indicates that Grade 6 English language learners need additional instruction and practice in the following literacy skills:

- Identify information that is implicit rather than stated
- Identify a conclusion that summarizes the main idea
- Identify essential details for note taking
- Define the characteristics of different genres

Grade 7 Student Performance on the New York State ELA Test										
ALL TESTED STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	4	18.2	17	77.3	1	4.5	18	81.8

This is the first year we have Grade 7, so there is no data for comparison.

A review of Acuity assessment data indicates that Grade 6 general education students need additional instruction and practice in the following literacy skills:

- Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for Grade 6 – 8 students:

- Continuation of instructional strategies, aligned with State and City standards, to improve student achievement in the English Language Arts, provided by the continued implementation of a balanced, scientifically-based literacy program during the Reading and Writing Workshops.
- Teachers will continue to provide direct instruction and support through the Workshop model, which provides whole class, small-group, and individualized instruction.
- The continued implementation of a school-wide literacy program with parallel instruction in all classes including special education classes.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- The expansion of the Wilson Reading program for students who need additional academic literacy support services.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of all students.
- Classroom libraries will continue to be enlarged and organized by genres, with thirty percent of each classroom library leveled.
- Computers will continue to be integrated into the curriculum within classrooms and the technology lab to support student achievement.
- Opportunities for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers will use data from Acuity and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers will reinforce literacy strategies during content area instruction.
- The school library will continue to support student achievement, and provide open access, when possible, to offer research opportunities to students.
- The technology program will continue to be coordinated with grade appropriate curriculum to support student achievement, as well as provide research opportunities.

2009	0	0.0	2	14.3	12	85.7	0	0.0	12	85.7
2008	1	14.3	4	57.1	2	28.6	0	0.0	2	28.6
2007	3	25.0	1	8.3	7	58.3	1	8.3	8	66.7

Grade 3 Student Performance on the CTB-Mathematics Test										
English Language Learners										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	1	5.0	15	75.0	4	20.0	19	95.0
2008	0	0.0	3	17.7	13	76.5	1	5.9	14	82.4
2007	3	23.1	1	7.7	8	61.5	1	7.7	9	69.2

Summary of Data Analysis/Findings: Grade 3 Math:

An analysis of Grade 3 -Mathematics Test results, over the three-year period from 2007 to 2009, indicates the following:

Results for **all tested students** indicate a 8.1% decrease (from 8.1% to 0.0%) of students performing at Level 1, and a 9.9% increase (from 87.1% to 97.0%) of students performing at or above Level 3.

Results for **special education students** indicate a 25% decrease (from 25.0% to 0.0%) of students performing at Level 1, and a 19.0% increase (from 66.7% to 85.7%) of students performing at or above Level 3.

Results for **English Language Learners** indicate a 23.1% decrease (from 23.1% to 0.0%) of students performing at Level 1, and a 25.8% increase (from 69.2% to 95.0%) of students performing at or above Level 3.

Results by **student groups** indicate an improvement in all student groups and a closing of disparities between subgroups performing at or above Level 3:

- General Education (97.0%) - Special Education (85.7%) - English Language Learners (95.0%)

Grade 3 Mathematics Results 2007-2008 Level 3 or Above		
	#	%
All Students	48	90
General Education	40	100
Students with Disabilities	8	38
American Indian or Alaskan Native	-	-
Black or African American	2	-
Hispanic or Latino	25	84
Asian or Pacific Islander	5	-
White	16	100
Small Group Totals (S)	7	86
Female	22	95
Male	26	85
English Proficient	31	94
Limited English Proficient	17	82
Economically Disadvantaged	48	90

Not Economically Disadvantaged	-	-
Migrant	-	-
Not Migrant	48	90

A review of Acuity assessment data indicates that Grade 3 special education students need additional instruction and practice in the following math skills and concepts:

- Understand place value of the base ten number system
- Estimate numbers up to 500
- Develop fluency with single-digit multiplication facts

A review of Acuity assessment data indicates that Grade 3 English language learners need additional instruction and practice in the following math skills and concepts:

- Develop fluency with single-digit multiplication facts

<i>Data Sources Reviewed</i>	X NYC Assessment	X Student Portfolios
<i>-Check all that apply:</i>	X District/School Benchmark	X Journals
	X Tests (Type: <u>Acuity Assessments</u>)	X Classroom Performance/Teacher Observations
	X Unit/Teacher-Made Grade/Grade Level Tests	Other _____
	X Items Skills Analysis (e.g. <u>Acuity Assessments</u>)	

Grade 4 Student Performance on the NYS-Mathematics Assessment

ALL TESTED STUDENTS

Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2009	3	6.0	3	6.0	27	54.0	17	34.0	44	88.0
2008	6	10.7	2	3.6	36	64.3	12	21.4	48	85.7
2007	5	9.8	8	15.7	30	58.8	8	15.7	38	74.5

Grade 4 Student Performance on the NYS-Mathematics Assessment

SPECIAL EDUCATION STUDENTS

Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2009	3	37.5	2	25.0	3	37.5	0	0.0	3	37.5
2008	5	45.5	2	18.2	4	36.4	0	0.0	4	36.4
2007	4	25.0	7	43.8	5	31.3	0	0.0	5	31.3

Grade 4 Student Performance on the NYS-Mathematics Assessment

ENGLISH LANGUAGE LEARNERS

Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2009	2	14.3	2	14.3	10	71.4	0	0.0	10	71.4
2008	2	22.2	0	0.0	7	77.8	0	0.0	7	77.8
2007	3	37.5	2	25.0	3	37.5	0	0.0	3	37.5

STATE TEST RESULTS: GRADE 4

SUBGROUP MATHEMATICS PERFORMANCE 2007-2008

Category	# of students tested performing at or above Level 3	% of students performing at or above Level 3
All students	55	87

General Education	45	98
Students with Disabilities	10	40
American Indian/Alaskan Native	-	-
Black or African American	1	-
Hispanic or Latino	15	-
Asian or Pacific Islander	10	S
White	29	97
Multiracial		
Small Group Totals*	11	73
Female	33	85
Male	22	91
English Proficient	45	91
Limited English Proficient	10	70
Economically Disadvantaged	10	40
Not Economically Disadvantaged	55	87
Migrant	-	-
Not Migrant	55	87

***SMALL GROUP TOTALS:** In order to ensure the privacy of students, when racial/ethnic groups with fewer than five students are tested, the numbers and percentages for the group are combined with the next smallest group and reported in this row.

Summary of Data Analysis/Findings-Student Subgroup Performance in Math:

An analysis of the student achievement in Grade 4 in Math for the three year period 2007 to 2009, indicates the following:

Results for **All Tested** students indicate a 3.8% decrease (from 9.8% to 6.0%) of students performing at Level 1, and a 13.5% increase (from 74.5% to 88.0%) of students performing at or above Level 3.

Results for **Special Education** students indicate a 12.5% increase (from 25.0% to 37.5%) of students performing at Level 1, and a 6.2% increase (from 31.3% to 37.5%) of students performing at or above Level 3.

Results for **English Language Learners** indicate a 23.2% decrease (from 37.5% to 14.3%) of students performing at Level 1, and a 33.9% increase (from 37.5% to 71.4%) of students performing at or above Level 3.

Results by **student groups** indicate disparities between subgroups performing at or above Level 3:

- General Education (88.0%) - Special Education (37.5%) - English Language Learners (71.4%)

An analysis of results for grade 4 students indicates a positive trend for all students tested, special education students, and English Language Learners performing at Level 3 or above.

A review of the Acuity assessment data indicates that Grade 4 general education students need additional instruction and practice in the following math skills and concepts:

- Select appropriate computational and operational methods to solve problems
- Formulate conclusions and make predictions from graphs
- Develop and make predictions that are based on data

A review of Acuity assessment data indicates that Grade 4 special education students need additional instruction and practice in the following math skills and concepts:

- Use a variety of strategies to add and subtract numbers up to 10,000

- Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders)
- Use a ruler to measure to the nearest standard unit (whole, ½ and ¼ inches, whole feet, whole yards, whole centimeters, and whole meters)
- Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000
- Formulate and make predictions from graphs
- Use symbols <, >, =, and <> (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)
- Round numbers less than 1,000 to the nearest tens and hundreds
- Interpret the meaning of remainders
- Make change, using combined coins and dollar amounts

A review of Acuity assessment data indicates that Grade 4 English language learners need additional instruction and practice in the following math skills and concepts:

- Formulate and make predictions from graphs
- Identify and name polygons, recognizing that their names are related to the number of sides and angles
- Select appropriate computational and operational methods to solve problems

<i>Data Sources Reviewed</i>	X NYC Assessment	X Student Portfolios
<i>-Check all that apply:</i>	X District/School Benchmark	X Journals
	X Tests (Type: <u>Acuity Assessments</u>)	X Classroom Performance/
	X Unit/Teacher-Made Grade/Grade Level Tests	Teacher Observations
	X Items Skills Analysis (e.g. <u>Acuity Assessments</u>)	Other _____

Grade 5 Student Performance on the CTB-Mathematics Test										
ALL TESTED STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	3	6.0	31	62.0	16	32.0	47	94.0
2008	0	0.0	6	15.0	26	65.0	8	20.0	34	85.0
2007	5	10.0	7	14.0	25	50.0	13	26.0	38	76.0

Grade 5 Student Performance on the CTB-Mathematics Test										
SPECIAL EDUCATION STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	2	28.6	5	71.4	0	0.0	5	71.4
2008	0	0.0	4	44.4	5	55.6	0	0.0	5	55.6
2007	4	30.8	4	30.8	4	30.8	1	7.7	5	38.5

Grade 5 Student Performance on the CTB-Mathematics Test										
---	--	--	--	--	--	--	--	--	--	--

ENGLISH LANGUAGE LEARNERS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	2	33.3	2	33.3	2	33.3	4	66.7
2008	0	0.0	3	60.0	2	40.0	0	0.0	2	40.0
2007	3	33.3	4	44.4	2	22.2	0	0.0	2	22.2

Grade 5 Mathematics Results 2007-2008 Level 3 Or Above		
	#	%
All Students	40	85
General Education	31	94
Students with Disabilities	9	56
American Indian or Alaskan Native	1	-
Black or African American	1	-
Hispanic or Latino	18	83
Asian or Pacific Islander	4	-
White	16	88
Small Group Totals (S)	6	83
Female	18	83
Male	22	86
English Proficient	34	94
Limited English Proficient	6	33
Economically Disadvantaged	40	85
Not Economically Disadvantaged	-	-
Migrant	-	-
Not Migrant	40	85

Summary of Data Analysis/Findings: Grade 5 Math:

An analysis of Grade 5 CTB Mathematics Test results, over the three-year period from 2007 to 2009, indicates the following:

Results for **all tested students** indicate a 10.0% decrease (from 10.0% to 0.0%) of students performing at Level 1, and an 18.0% increase (from 76.0% to 94.0%) of students performing at or above Level 3.

Results for **special education students** indicate a 30.8% decrease (from 30.8% to 0.0%) of students performing at Level 1, and a 32.9% increase (from 38.5% to 71.4%) of students performing at or above Level 3.

Results for **English Language Learners** indicate a 33.3% decrease (from 33.3% to 0.0%) of students performing at Level 1, and a 44.5% increase (from 22.2% to 66.7%) of students performing at or above Level 3.

Results by **student groups** indicate improvement in all student groups performing at or above Level, and a closing of disparities between subgroups performing at or above Level 3:

- General Education (94.0%) - Special Education (71.4%) - English Language Learners (66.7%)

A review of Acuity assessment data indicates that Grade 5 general education students need additional instruction and practice in the following math skills and concepts:

- Classify quadrilaterals by properties of their angles and sides
- Identify the ratio of corresponding sides of similar triangles

A review of Acuity assessment data indicates that Grade 5 special education students need additional instruction and practice in the following math skills and concepts:

- Classify quadrilaterals by properties of their angles and sides
- Classify triangles by properties of their angles and sides
- Identify the ratio of corresponding sides of similar triangles
- Read and interpret line graphs
- Compare and order fractions including unlike denominators
- Find the missing angle when given two angles of a triangle
- Read, write, and order decimals to thousandths

A review of Acuity assessment data indicates that Grade 5 English language learners need additional instruction and practice in the following math skills and concepts:

- Classify quadrilaterals by properties of their angles and sides
- Identify the ratio of corresponding sides of similar triangles
- Compare and order fractions including unlike denominators

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Mathematics instructional program for Grade 3-5 students:

- Implementation of strong evidence-based strategies, aligned with State and City standards, to improve student achievement in mathematics, during a seventy-five minute math block.
- Teachers will provide instruction and support through small-group differentiated instruction.
- The use of manipulatives to enhance students' understanding of math concepts, skills, and problem solving abilities.
- The continued implementation of a school-wide math program with parallel instruction in all classes including special education classes.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of all students.
- Increased opportunities for the mainstreaming of special education students in general education classes and additional support for special needs students in the general education setting.
- Classroom libraries will continue to be enlarged, organized by genres, with thirty percent of each classroom library leveled.
- Computers will be integrated into the curriculum within classrooms and the technology lab to support student achievement.
- Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments, and examine and assess student work, in order to focus instruction directly on students' needs to help them meet the standards.
- Teachers will use data from assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.

- The school library will continue to support student achievement, and provide open access, when possible, to offer research opportunities to students.
- The technology program will continue to be coordinated with grade appropriate curriculum to support student achievement, as well as provide research opportunities.
- Investigation of best practices for sustaining and accelerating the achievement of English language learners.
- Job-embedded professional development, by the Math Coach, provides a support system that follows teachers from professional development into the classroom so teachers can implement new learning into strategies and practices.
- Professional development will be provided in the following areas:
 - Implementation of strong evidence-based strategies to improve student achievement in mathematics with emphasis on conceptual understanding while building a mastery of basic skills; exploration of the full mathematics spectrum, not just arithmetic; nurture higher-order and critical-thinking skills using everyday, real-world problems and situations, while also building and maintaining basic skills, including automatic fact recall
 - Strategies to implement differentiated instruction in math
 - The use of specialized strategies to meet the needs of special education students
 - Analyzing assessments to drive instruction
 - ESL strategies and the new ELL standards
 - Incorporating varied learning styles into instruction and assessment of learning
 - The creation and management of learning centers
 - Integrating math and literacy
 - Integrating technology and math

<i>Data Sources Reviewed</i>	X	NYC Assessment	X	Student Portfolios
<i>-Check all that apply:</i>	X	District/School Benchmark	X	Journals
	X	Tests (Type: <u>Acuity Assessments</u>)	X	Classroom Performance/
	X	Unit/Teacher-Made Grade/Grade Level Tests		Teacher Observations
	X	Items Skills Analysis (e.g. <u>Acuity Assessments</u>)		Other _____

Grade 6 Student Performance on the CTB- Mathematics Test										
ALL TESTED STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	5	16.1	22	71.0	4	12.9	26	83.9
2008	0	0.0	4	15.4	18	69.2	4	15.4	22	84.6

School year 2007-2008 was the first year in our expansion to a Pre-K – 8 school, so we have limited comparative data.

Grade 6 Student Performance on the CTB- Mathematics Test										
SPECIAL EDUCATION STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	4	36.4	7	63.6	0	0.0	7	63.6

Grade 6 Student Performance on the CTB- Mathematics Test										
ENGLISH LANGUAGE LEARNERS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	3	42.9	4	57.1	0	0.0	4	57.1

Grade 6 Mathematics Results 2007-2008 Level 3 Or Above		
	#	%
All Students	26	85
General Education	24	-
Students with Disabilities	2	-
American Indian or Alaskan Native	-	-
Black or African American	-	-
Hispanic or Latino	7	86
Asian or Pacific Islander	8	88
White	11	82
Small Group Totals (S)	-	-
Female	18	83
Male	22	86
English Proficient	22	-
Limited English Proficient	4	-
Economically Disadvantaged	26	85
Not Economically Disadvantaged	-	-
Migrant	-	-
Not Migrant	26	85

Summary of Data Analysis/Findings: Grade 6 Math:

An analysis of Grade 5 CTB Mathematics Test results, over the two-year period from 2008 to 2009, indicates the following:

Results for **all tested students** indicate no change (0.0%) of students performing at Level 1, and a 0.7% decrease (from 84.6% to 83.9%) of students performing at or above Level 3.

A review of Acuity assessment data indicates that Grade 6 general education students need additional instruction and practice in the following math skills and concepts:

- Add and subtract fractions with unlike denominators
- Determine the volume of rectangular prisms by counting cubes and develop the formulas

A review of Acuity assessment data indicates that Grade 6 special education students need additional instruction and practice in the following math skills and concepts:

- Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)
- Add and subtract fractions with unlike denominators
- Order rational numbers (including positive and negative)
- Add, subtract, multiply, and divide mixed numbers with unlike denominators
- Calculate perimeter of basic geometric shapes drawn on a coordinate plane

A review of Acuity assessment data indicates that Grade 6 English language learners need additional instruction and practice in the following math skills and concepts:

- Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)

- Add and subtract fractions with unlike denominators
- Evaluate numerical expressions using order of operations
- Calculate the length of corresponding sides of similar triangles, using proportional reasoning
- Add , subtract, multiply, and divide mixed numbers with unlike denominators
- Read and interpret graphs
- Locate rational numbers on a number line (including positive and negative)

<i>Data Sources Reviewed</i>	X NYC Assessment	X Student Portfolios
<i>-Check all that apply:</i>	X District/School Benchmark	X Journals
	X Tests (Type: Acuity Assessments)	X Classroom Performance/
	X Unit/Teacher-Made Grade/Grade Level Tests	Teacher Observations
	X Items Skills Analysis (e.g. Acuity Assessments)	Other _____

Grade 7 Student Performance on the CTB- Mathematics Test

ALL TESTED STUDENTS

Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2009	0	0.0	1	4.5	15	68.2	6	27.3	21	95.5

School year 2008-2009 was the first year we had Grade 7, so we have no comparative data.

A review of Acuity assessment data indicates that Grade 7 general education students need additional instruction and practice in the following math skills and concepts:

- Determine the validity of sampling methods to predict outcomes
- Simplify expressions using order of operations
- Solve simple proportions within context

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Mathematics instructional program for Grades 6-8 students:

- Implementation of strong evidence-based strategies, aligned with State and City standards, to improve student achievement in mathematics, during a seventy-five minute math block.
- Teachers will provide instruction and support through small-group differentiated instruction.
- The use of manipulatives to enhance students' understanding of math concepts, skills, and problem solving abilities.
- The continued implementation of a school-wide math program with parallel instruction in all classes including special education classes.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of all students.
- Increased opportunities for mainstreaming special education students in general education classes and additional support for special needs students in the general education setting.
- Classroom libraries will continue to be enlarged, organized by genres, with thirty percent of each classroom library leveled.
- Computers will be integrated into the curriculum within classrooms and the technology lab to support student achievement.
- Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments, and examine and assess student work, in order to focus instruction directly on students' needs to help them meet the standards.

- Teachers will use data from assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- The school library will continue to support student achievement, and provide open access, when possible, to offer research opportunities to students.
- The technology program will continue to be coordinated with grade appropriate curriculum to support student achievement, as well as provide research opportunities.
- Investigation of best practices for sustaining and accelerating the achievement of ELLs.
- Job-embedded professional development, by the Math Coach, provides a support system that follows teachers from professional development into the classroom so teachers can implement new learning into strategies and practices.
- Professional development will be provided in the following areas:
 - Implementation of strong evidence-based strategies to improve student achievement in mathematics with emphasis on conceptual understanding while building a mastery of basic skills; exploration of the full mathematics spectrum, not just arithmetic; nurture higher-order and critical-thinking skills using everyday, real-world problems and situations, while also building and maintaining basic skills, including automatic fact recall
 - Strategies to implement differentiated instruction in math
 - The use of specialized strategies to meet the needs of special education students
 - Analyzing assessments to drive instruction
 - ESL strategies and the new ELL standards
 - Incorporating varied learning styles into instruction and assessment of learning
 - The creation and management of learning centers
 - Integrating math and literacy
 - Integrating technology and math

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.

SECONDARY SCHOOL GOALS AND ACTION PLANS ARE AVAILABLE UPON REQUEST

ANNUAL GOAL	DESCRIPTION
<p>SMART GOAL #1: By June 2010, students in Grades K-8 will participate in goal-setting conferences in literacy and math to be aware of their goals and targets, as measured by a 3% increase in students articulating their individual goals and targets in literacy and math.</p>	<p>After analyzing the Quality Review Report, it was determined that goal-setting conferences between students and teachers in core subject areas needed to be expanded to increase teacher and student accountability. The Quality Review Report also indicated the school needed to refine planning and revision processes on a regular timetable to develop interim goals for measuring student success. Therefore, it was determined that goal-setting conferences in literacy and math should be a school goal for 2009-2010.</p>
<p>SMART GOAL #2: By June 2010, parental and community involvement and communication will improve as measured by a 3% increase in attendance at meetings and conferences.</p>	<p>After analyzing the Quality Review Report it was determined that the school develop uniform progress reporting strategies to keep parents fully informed between report card cycles. In addition the Quality Review Report suggested we develop a Parent-Student Handbook, in appropriate languages, to share policies, procedures, high expectations and school goals with parents. Therefore, it was determined that increasing parental and community involvement and communication should be a school goal for 2009-2010.</p>

<p>SMART GOAL #3: By June 2010, 100% of students Grades Pre K- 2 and 5-8 will participate in Arts Education as measured by a 3% increase in students Grades Pre K -2 playing the keyboard, and students Grades 5-8 participating in the school band or chorus.</p>	<p>It was determined that the school continue to build capacity for high levels of performance by utilizing the arts to build skills in literacy and self-expression for all students, with special focus on raising the achievement of low-performing students and students with disabilities. To this end a certified art teacher was hired, dance is incorporated into the physical education program, and the Music program focuses on keyboard, chorus, and band. Therefore it was determined that arts education be a school goal for 2009-2010.</p>
<p>SMART GOAL #4: By June 2010, 80% of teachers will increase the use of technology in core curriculum areas, as measured by a 3% increase in attendance at technology professional development workshops.</p>	<p>After analyzing the Quality Review Report, it was determined that technology is embedded in the instructional program and motivates student learning. To increase the use of technology in all curriculum areas we will provide professional development in <i>Smartboard</i> training and other aspects of technology to enhance student learning. To further support differentiated instruction and educational enrichment, we are implementing the technology-based Renzulli Learning Program. Therefore it was determined that increasing the use of technology in core curriculum areas be a school goal for 2009-2010.</p>

SECONDARY SCHOOL GOALS AND ACTION PLANS ARE AVAILABLE UPON REQUEST

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Goal #1: Goal-Setting Conferences in Literacy and Math

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, students in Grades K-8 will participate in goal-setting conferences in literacy and math to be aware of their goals and targets, as measured by a 3% increase in students articulating their individual goals and targets in literacy and math.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1) Target Population: All Students Grades 3-8, including General Education, Special Education, and English Language Learners.</p> <p>Based on Acuity Data, Running Records, Reading and Writing Units of Study, Everyday Math End of Unit Tests, teacher observation, and/or other pertinent data, teachers and students in Grades 3-8 will have conferences to clarify grade as well as individual goals and the targets necessary to achieve mastery of those goals. These goals and targets will be aligned with NY State and City standards and will enhance differentiated instruction to meet the needs of all students including English language learners and special education students. Therefore, students, teachers, and parents will have clearly stated expectations, goals, and strategies to help student achievement.</p> <p>2) Target Population: All students Grades K- 2, including General Education, Special Education, and English Language Learners.</p> <p>Based on DIBELS, Reading 3D, Running Records, Reading and Writing Units of Study, Everyday Math End of Unit Tests, teacher observation, and/or other pertinent data, teachers and students in Grades K-2 will have conferences to clarify grade as well as individual goals and the targets necessary to achieve mastery of those goals. These goals and targets will be aligned with</p>

	<p>NY State and City standards and will enhance differentiated instruction to meet the needs of all students including English language learners and special education students. Therefore, students, teachers, and parents will have clearly stated expectations, goals, and strategies to help student achievement.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Sept. 2009- June 2010 Every 4- 6 weeks, as determined by Units of Study</p> <p>Resources: Teachers, AIS Teachers, Literacy Coach, Math Coach, Administrators, School Leadership Team, Parents, LSO:ICI, outside staff developers, classroom libraries</p> <p>Funding Sources: Tax Levy, Title I, PCEN, IDEA, SWP, other funding pending</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students in Grades K-8 will have participated in goal-setting conferences in literacy and math to be aware of their goals and targets, as measured by a 3% increase in students articulating their individual goals and targets in literacy and math, by June 2010.</p>

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

Subject/Area (where relevant): Goal #2: Parental and Community Involvement and Communication

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, parental and community involvement and communication will improve as measured by a 3% increase in attendance at meetings, conferences, and workshops.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Parents, Community Members, and Volunteers</p> <p>To increase parental and community involvement and improve communication between the administration and staff of P.S./M.S. 84Q and our parents, students, community members, and volunteers, the following strategies have been implemented:</p> <ul style="list-style-type: none"> • We have hired a full-time Parent Coordinator. • The Administrators, Staff Members, and Parent Coordinator have developed a Parent Handbook that clarifies our school’s expectations, schedules, calendars, programs, procedures and policies. • Teachers link their Teacher Performance Reviews with increasing parental involvement. • Development of an interim report card checklist, which provides uniform progress reporting to inform parents of their child’s progress between report card cycles. • Workshops for parents that address educational, nutritional, test–prep, ESL, technology, emotional, as well as behavioral needs so they can actively support their child’s education. • Continue to publish the Parent newsletter and calendar to keep all parents informed of important school/home/community matters. Translations will be provided, when available. • Continue parent involvement in Parents as Learning Leaders, a volunteer program, in which they provide classroom tutoring, as well as accompany classes on trips. • Encourage parents to participate in school fundraisers to support educational and social

	<p>programs.</p> <ul style="list-style-type: none"> • Provide parents with access to the ARIS Parent Link portal, which allows them to view their children’s progress. • Promote parents attendance at special programs for students. • We plan six Parent/Student LEAP workshops for students and their parents grades K-8. Some topics that will be addressed are: <ul style="list-style-type: none"> ○ Using Computers: Basic Skills and Internet Access ○ Crafts ○ Math Games, Puzzles, and Crafts ○ Literacy for Ages 4-6 ○ Literacy Games and Activities- Ages 7-12
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Sept. 2009 – June, 2010</p> <p>The Administration, Parent Coordinator, and selected staff members will meet every four to six weeks to review parental attendance at PTA meetings, Parent Workshops, as well as involvement in the Parents as Learning Leaders Program and school fundraisers. In addition, future workshops will be planned, based on discussion with parents, in regard to their interests and needs. We hope to have a .5% increase in parental attendance at each PTA meeting and Parent Workshop.</p> <p>Resources: Teachers, Administrators, Parent Coordinator, School Leadership Team, Parents, LSO:ICI</p> <p>Funding Sources: Tax Levy, Title I, PCEN, IDEA, SWP, other funding pending</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Parental and community involvement and communication will improve as measured by a 3% increase in attendance at meetings, conferences and workshops, as well as more positive responses in the Parent Surveys and Parent/Staff interactions, by June 2010.</p>

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.*

Goal #3: Arts Education

Subject/Area (where relevant): _____

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 100% of students Grades Pre K-2 and 5-8 will participate in Arts Education as measured by a 3% increase in students Grades Pre K -2 playing the keyboard and students Grades 5-8 participating in the school band or chorus.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Targeted Students: All students grades Pre-K to 8, including General Education, Special Education, and English Language Learners.</p> <p>To continue to build capacity for high levels of performance by utilizing the arts to build skills in literacy and self-expression for all students, the following strategies have been implemented:</p> <ul style="list-style-type: none"> • A certified Art teacher was hired to incorporate visual arts into our curriculum. • A full time Music teacher focuses on choral and instrumental instruction. • Dance is incorporated into the physical education program. • The Music program teaches students in Grades Pre K - 2 the keyboard through the <i>Music in the Brain</i> program. • Students in Grades 5-8 are encouraged to participate in the school chorus and band. • To further support differentiated instruction and educational enrichment, we are implementing the technology-based <i>Renzulli Learning</i> Program, which allows students to express themselves and their learning through various modalities. • Students in Grade 1 and Grade 4 are participating in an instrumental program, learning to play the violin, which meets after school, once a week for one hour, from October to June.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Sept. 2009 – June, 2010 Weekly</p> <p>The Administration will meet with staff members at monthly faculty conferences and grade conferences to review the progress students are making in the art, music, dance, violin, and Renzulli Learning programs. Students’ artwork and research projects will be displayed on school bulletins boards, and their singing, dancing, band, and violin skills will be exhibited during several Assembly performances during the school year. It is expected that students learn and perform at least two new</p>

	<p>pieces for each performance.</p> <p>Resources: Teachers, Administrators, School Leadership Team, Parents, LSO:ICI, Carnegie Hall, <i>Music in the Brain</i> Program, <i>Renzulli Learning</i> Program, outside staff developers</p> <p>Funding Sources: Tax Levy, Title I, PCEN, IDEA, SWP, other funding pending</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>100% of students Grades Pre K-2 and Grades 5-8 will have participated in Arts Education as measured by a 3% increase in students Grades Pre K -2 playing the keyboard and students Grades 5-8 participating in the school band or chorus, by June 2010.</p>

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.*

Goal #4: Increase the Use of Technology in Core Curriculum Areas

Subject/Area (where relevant): _____

<p>Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 80% of teachers will increase the use of technology in core curriculum areas, as measured by a 3% increase in attendance at technology professional development workshops.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: Teachers and Staff, Students Grades Pre K-8: General Education, Special Education, and ELL students</p> <p>Technology is embedded in the instructional program of P.S./M.S. 84Q. To continue to build capacity in technology and to increase the use of technology in all curriculum areas we will implement the following strategies:</p> <ul style="list-style-type: none"> • Professional development will be provided in: <ul style="list-style-type: none"> ○ <i>Smartboard</i> training and other aspects of technology to enhance student learning ○ <i>Renzulli Learning</i> Program- a technology-based differentiated learning program ○ Educational and professional web sites ○ Instructional strategies using web sites and software • Opportunities for teachers to attend Title IIB workshops.

	<ul style="list-style-type: none"> • Incorporate the use of laptops to integrate technology into core curriculum. • Purchase of equipment- e.g. <i>Smartboards</i> and rolling Science labs. • Palm Pilots for DIBELS and Reading 3D assessments and analysis. • Increased number of laptops loaned to staff members. <p>Technology and Internet access will be integrated into the curriculum to enhance literacy, math, social studies, art, research, and science instruction. Therefore the following strategies will be implemented:</p> <ul style="list-style-type: none"> • Through hands-on computer lab practice, and <i>Smartboards</i>, students in grades Pre K-3 will become comfortable using the computer and its terminology. • Keyboarding training is implemented in grades Pre K-3 through software such as Kid Keys, Mavis Beacon Typing, and other programs requiring interactive student response via the keyboard. • Writing process skills is developed for Grades 1-3 using word processing software, e.g. Kid Pix. • To further support differentiated instruction and educational enrichment, we are implementing the technology-based <i>Renzulli Learning</i> Program, which allows students to express themselves and their learning through various modalities. • We implement early intervention through interactive, computer programs geared to promote success in English language arts and math with PreK-3, ELL, and special education students. • The acquisition of English for students in Grades 4-8 is supported through the technology-based <i>Rosetta Stone</i> language program. • Through use of computer applications, students in Grade 3-5 use graphics as a springboard for creative writing. • Through continued hands-on computer lab practice, students in Grades 4-8 use search engines on the Internet for research projects. • Continue to develop writing process skills for students Grade 4 -8 using word processing programs, such as Microsoft Office Applications.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where</i></p>	<p>Sept. 2009 – June 2010</p> <p>The Administration will meet with staff members at monthly Faculty and grade conferences to discuss implementation of the <i>Smartboard</i> and <i>Renzulli Learning Program</i> into the curriculum.</p>

<p><i>applicable.</i></p>	<p>Teachers will have the opportunity to share Best Practices at these meetings for ongoing enrichment. Students, using the <i>Rosetta</i> Language Program to develop skills in English and Spanish, will be assessed monthly, using program and teacher created tests, to monitor their progress. Student work, which has incorporated technology into curriculum areas, will be on display throughout the school on monthly bulletin boards.</p> <p>Resources: Teachers, Administrators, School Leadership Team, LSO:ICI, outside staff developers</p> <p>Funding Sources: Tax Levy, Title I, Title IIB grant, PCEN, IDEA, SWP, and other funds pending</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>80% of teachers will increase the use of technology in core curriculum areas, as measured by a 3% increase in attendance at technology professional development workshops, by June 2010.</p>

SECONDARY SCHOOL GOALS AND ACTION PLANS ARE AVAILABLE UPON REQUEST

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	0	0	0	0
1			N/A	N/A	3	0	0	0
2			N/A	N/A	6	0	0	0
3			N/A	N/A	5	0	0	0
4	16	16			4	0	0	0
5	16	16	12		4	0	0	0
6	8	7	5	5	2	0	0	0
7	0	0	8	6	5	0	0	0
8	0	0	2	4	20	0	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>English Language Arts academic intervention services will be provided in Grades K-2 by the classroom teacher through small group differentiated instruction, using the following scientifically-based strategies: explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, as well as the Voyager Passport Reading Intervention System, DIBELS intervention activities, Wilson Reading, and Lexia Phonics Programs.</p> <p>English Language Arts academic intervention services will be provided in Grades 3 –8 by the AIS/SWP teachers, using “push-in” and “pull-out” models, as determined by Acuity Assessments, including the Predictive and Instructionally Targeted Assessments, through small group differentiated instruction, using the following scientifically-based strategies: explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. They will meet with identified students four times a week for 50 minutes a day.</p> <p>Small group, differentiated instruction will be provided with leveled readers to reinforce concepts, strategies, vocabulary, and comprehension skills while accommodating different reading levels, in order to challenge all students without leaving them frustrated or bored. Small group, differentiated instruction will be provided to address writing process development and skills.</p> <p>AIS- Literacy will be provided during the school day, five times a week for 50 minutes per day; during the 37.5 Extended Day periods, twice a week, as well as the after-school SETSS program for students in Grades K-8, five days a week, for 60 minutes per session.</p>
Mathematics:	<ul style="list-style-type: none"> • Academic intervention services in math will be provided in grades K-2 by the classroom teacher through small group differentiated instruction. • Academic intervention services in math will be provided in Grades 3 –8 by the SWP teacher, using “push-in” and “pull-out” models, through small group differentiated instruction. She will meet with identified students, three-five times a week for 50 minutes a day. • In addition, this instruction will be provided the additional 37.5minutes, two days per week. • Acuity Interim Assessments are administered and are utilized by instructional personnel to: determine academic needs, evaluate student progress, guide daily instructional decisions, as

	<p>well as identify those students needing additional intervention.</p> <ul style="list-style-type: none"> • Resource Room students, Grades K-3 and Grades 4-8, with IEPs in general education settings, receive intensive, small group, data driven instruction, based on Acuity assessments after-school, five days per week, for sixty minutes per session. • Teachers in Grades 3-8: general education and special education, will utilize information from the Acuity assessments, including predictive and instructional assessments, to determine which students need additional support in specific topics in mathematics, in order to group students according to their needs and abilities, and provide differentiated instruction. <p>The following strong evidence-based strategies will be incorporated into the comprehensive academic intervention Mathematics instructional program:</p> <ul style="list-style-type: none"> • Emphasis on conceptual understanding while building a mastery of basic skills. • Exploration of the full mathematics spectrum, not just arithmetic. • Nurture higher-order and critical-thinking skills using everyday, real-world problems and situations, while also building and maintaining basic skills, including automatic fact recall. • New learning will be connected to and built upon an existing knowledge base. • Mathematical content will be taught in a repeated fashion, moving from the concrete to the abstract within problem contexts. • Pacing will allow students to revisit content in varied contexts, integrating new learning with previous knowledge and experiences, in order to improve retention.
<p>Science:</p>	<ul style="list-style-type: none"> • The AIS/SWP Teachers will collaborate with the classroom and science teachers to implement lessons which link literature, math, and the arts with the core science curriculum, to provide Academic Intervention Services in Science. • Instructional experiences will include hands-on activities, following the scientific inquiry model, observation, questioning, reflecting, drawing conclusions, note-taking, and making inferences. Students will focus on vocabulary development, as well as scientific skills such as measuring, inferring, questioning, manipulating materials, classifying, observing, recording data, interpreting data, predicting, generalizing, communicating, and using nonstandard units of measure. • Computers will continue to be integrated into the curriculum within classrooms and the technology lab to support student achievement. The laptops will be made more accessible to classrooms that do not have desktop computers. • The school library will continue to support student achievement, and provide open access, when possible, to offer research opportunities to students. • Continue to provide Professional Development to staff members through the Title II B Science Grant.

	<ul style="list-style-type: none"> • Continue to encourage all students to participate in the annual School Science Fair following the scientific process. • Classroom libraries will continue to be enlarged, organized by genres, with thirty percent leveled. • The science lab will address students’ multi-learning styles and higher–order thinking skills.
<p>Social Studies:</p>	<ul style="list-style-type: none"> • AIS/SWP teachers will collaborate with the classroom teachers to implement a theme-based instructional program in the social studies content area, to provide Academic Intervention Services in Social Studies. • Small group, differentiated instructional experiences will include reading, note-taking, questioning, reflecting, drawing conclusions, acquiring factual knowledge, making inferences, map skills, understanding of geography, New York City, New York State, United States and World Culture. Instruction will emphasize analyzing, comparing and contrasting, as well as responding to document-based questions. Students will focus on vocabulary development, as well as identifying main idea and details, sequencing, and cause and effect in the content area. • Teachers will provide exposure to the culture and arts of other nations/regions through the arts and integrate social studies themes and Global Arts curriculum. • The art cluster teacher will integrate and supplement the social studies program with art related activities. • Instruction will link literacy, math, science, and the arts with the social studies curriculum. • Implement the social studies Connections curriculum on each grade. • Continue instructional strategies that include the analysis of authentic documents, charts, and data that aligns with the NYS Grade 5 Social Studies test. • Continue to utilize Teacher as Historian, and the LaGuardia Archives Local History program in grades 4 and 5. Provide exposure to authentic sources, including intergenerational interviews, research, and field trips to archives and historic sites. • Computers will continue to be integrated into the curriculum within classrooms and the technology lab to support student achievement, and increase the opportunities for students to do research on the Internet that will help to integrate writing and social studies skills.
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor services students who are identified by teachers through Pupil Personnel Committee referrals. These students exhibit behaviors that may indicate they may be challenged with conflicts that affect them mentally and/or emotionally. Mental and emotional conflicts often result in distraction from academic priorities. Referred students may be serviced individually or in small groups. Outside agencies are offered or sometimes mandated to families to address more chronic behaviors of children. At times, parents or caregivers request the Guidance Counselor service their child to give guidance and help to the child who is facing issues or changes in the</p>

	family dynamics. In addition, the Guidance Counselor gives a series of classroom lessons to a larger group to positively redirect a class if social issues surface that affect members of a class.
At-risk Services Provided by the School Psychologist:	DNA
At-risk Services Provided by the Social Worker:	The school social worker meets with At-Risk students on a weekly basis to provide counseling and support to the teacher and student. All students recommended for this service are seen in individual or small group sessions.
At-risk Health Related Services	DNA

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.

New York City Department of Education Division of English Language Learner

P.S./M.S. 84Q LANGUAGE ALLOCATION POLICY

Narrative

P.S./M.S. 84Q Language Allocation Policy Overview

P.S./M.S. 84Q is located at 22-45 41 Street in Astoria, New York. It is an elementary/middle school that services students in grades Pre-K through eight. We have a population of 408 students, 18% (74) of whom have been identified as English Language Learners, who are supported by five certified ESL teachers, one certified Bilingual teacher, and other staff members.

For the past three years our ELL students have shown consistent growth and P.S./M.S. 84Q has been identified as an exemplar school by the Chief Achievement Office, Students with Disabilities and English Language Learners, formally known as OELL. Therefore we are participating in the Accelerating Achievement for ELLs workgroup, sponsored by our Integrated Curriculum and Instruction Learning Support Organization (ICI:LSO).

Part 1: School ELL Profile

A. Language Allocation Policy Team Composition:

P.S./M.S. 84 Q’s LAP team is also comprised of the Administration, two ESL coordinators/teachers, the Reading and Math coaches, the Parent Coordinator, the Guidance Counselor, and the Integrated Curriculum and Instruction Learning Support Organization Network Support Specialist.

B. Teacher Qualifications:

P.S./M.S. 84Q has five certified ESL teachers and one Bilingual teacher who provide services to our students in grades K-8. This includes two full-time ESL providers and three classroom teachers with ESL licenses.

C. School Demographics:

At P.S./M.S. 84Q, instructional programs are designed to meet the needs of all English language learners and take into account available research as well as demographic realities. One of our greatest strengths is our cultural diversity. P.S./M.S. 84Q serves an ethnically diverse population with 40.9% of our total population coming from very diversified Spanish-speaking backgrounds, and 18.2% from Asian backgrounds, mainly from Southeast Asia, especially India, Bangladesh and Pakistan. Students from the Middle East, North Africa and central

Europe are our newest immigrant groups entering into our early grades. Our Caucasian population of 40.0% includes first and second generation students who also speak many languages in addition to English. Our African-American population consists of 2.2% of the student population, and 18.0% of our student population are English language learners.

Part II: ELL Identification Process:

ELL students are identified by the following procedures by two certified ESL teachers:

- A pedagogue who is trained in the HLIS procedures assists the parent while he/she completes the HLIS, Translation services are available to help the parents through the use of the Department of Education's Translation and Interpretation Services Unit, (for example, our staff calls the translation unit if a parent speaking a foreign language comes into the school and nobody is available in the building who speaks the foreign language).
- The parent registers the child and completes a Home Language Identification Survey (HLIS). The HLIS is reviewed by a trained school pedagogue. If the HLIS indicates that a language other than English is used in the home, the student is administered the LAB-R within ten days of registration.
- LAB-R is scored and reviewed. If the student scores at or below a state designated level of proficiency, the student is identified as an ELL. Parents are notified in writing, via the Parent Entitlement Letter, which is sent home with the child, and are invited to attend a Parent Orientation session.

P.S./M.S. 84Q respects and values parental involvement in the decision-making process. We provide parents with an orientation that describes various programs for English language learners. In addition, parents are given the opportunity to visit classrooms with the various programs being offered, in our school, as well as others. This enables the parent to make a sound educational decision as to which program best meets the needs of their child.

From our Parent Selection Forms, 100% of our parents chose the ESL program that we offer in the school.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English language learners is the parent orientation session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A DVD in nine languages provides parents of newly enrolled ELLs into the New York City school system, which provides information on the new reorganization and their right to choose educational options for their child. The DVD is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment, student expectation, and general educational program requirements. Parent surveys and program selection forms are returned to the ESL Coordinators. If they are not returned in a timely fashion, the Parent Coordinator contacts the parents to ensure these forms are returned.

Students are placed within ten days of enrollment in the appropriate program. Parents may opt out of Bilingual Education, but may not opt out of ESL instruction. Since our ELL students do not constitute a large enough population to warrant bilingual classes or dual language classes,

they are assigned to either a self-contained ESL class or the free-standing push-in ESL model of English language instruction. If the parents select the Bilingual or Dual Language classes, they are informed that they must register their child in another school that offers these programs.

There are at least four orientation and information sessions for ELL parents during the school year. In the event that some parents are not able to attend those meetings, individualized meetings are arranged through the ELL Coordinator with the assistance of the Parent Coordinator. Translators of the appropriate languages are provided if needed at all meetings. The meetings focus on orienting the parents to the school system and explaining program options, State and City standards, the core curriculum, assessment, student expectations, and general program requirements.

The NYSESLAT is administered every spring to re-evaluate ELL students to determine whether or not they are still eligible for mandated ESL services. As soon as the NYSESLAT results are received, the students are identified according to their proficiency levels. The results of the RLAT are then disaggregated through the use of ARIS and CalcSoda.com to identify the proficiency levels of ELL students based on the four modalities. According to these results, ESL coordinators of Grades K-3 and 4-8 send out entitlement or non-entitlement letters to parents, in order to ensure that information is communicated whether or not their children will receive ESL services.

As a school community we take great consideration towards meeting our ELL Parents' concerns and we strive to provide them with the best possible educational experiences for their children throughout their entire academic career in order to accomplish their goals and succeed in our school and beyond.

Part III: ELL Demographics:

A. ELL Programs:

Mandated units of service are as follows: Beginner and Intermediate students receive 360 minutes per week, and Advanced students receive 180 minutes per week.

P.S./M.S. 84Q Language Allocation Strategies:

In order for each English language learner (ELL) to meet the high standards set for all students, we have established Language Allocation Strategies to ensure equity and academic growth for ELL students. Language Allocation Strategies are a systematic plan for language development that will guide programmatic and curricular decisions for ELL students until they acquire academic proficiency. These strategies will be implemented to ensure uniformity as well as consistency in the delivery of instruction to ELL students. These strategies will also enable students to meet and exceed the minimum requirements for English language development instruction as mandated by CR Part 154.

The Free Standing English as Second Language (ESL) Program:

PS/M.S. 84 utilizes the freestanding ESL program and students receive all instruction in English. New York State Commissioner's Regulations Part 154 determine how many units of ESL instruction each student should receive according to his/her English proficiency level from New York State English as a Second Language Achievement Test (NYSELAT) score or according to the LAB-R score. Beginners and Intermediate Level students receive 360 minutes of ESL instruction per week while Advanced Students receive 180 minutes of ESL instruction as well as 180 minutes of ELA instruction per week. The ESL instructional model that we are implementing is the "push-in" model.

The Push-In Model:

The role of the push-in model teaching strategy is to provide teacher support, and/or scaffolding while learning is taking place within the monolingual classroom. During the workshop model, the push-in teacher supports the ELL learners using ESL methodologies and strategies. The push-in teacher coordinates the grouping arrangement of ELL students in order to assist in the collaborative learning that will go on during the specific lesson. Both the classroom teacher and the push-in teacher follow their aligned lesson planning that is formatted towards ELL students' needs.

The push-in teacher utilizes the LAB-R test for new admit students, the NYC ELL Interim Assessment test for students in grade 3, 4 and 5, the NYSESLAT test for all grades and ongoing classroom and ELL program assessments in order to assure that all ELL students are grouped accordingly and are provided with appropriately leveled resources. Resources include Scott-Foresman - Accelerating English Language Learning, Connecting Vocabulary by Options Publishing Inc., and The Writer's Thesaurus that is used during Reader's and Writer's Workshops. Other resources utilized by the push-in teacher include alphabet cards, flash cards, realia, books on tapes, ELL appropriate computer software, posters, experience charts, big books and classroom library leveled books. Also, the implementation of Teacher's College methodology is incorporated within the pairing and grouping of all ELL students with monolingual students in order to share students' strengths leading to the increase of language acquisition.

Program model descriptions:

We implement the push-in model for our Kindergarten with 7 students, 1st grade with 13 students, 2nd grade with 5 students, 3rd grade with 13 students, 4th grade with 16 students, 5th grade with 10 students, 6th grade with 1 student, 7th grade with 4 students, and 8th grade with 2 students.

Our Beginners and Intermediate students receive 360 minutes of ESL instruction per week while our Advanced Students receive 180 minutes of ESL instruction as well as 180 minutes of ELA instruction per week.

According to the Fall, '09 NYSESLAT results, 21% of our ELLs are at a Beginning Level of ESL Instruction, 27% of our ELLs are at an Intermediate Level and 51% of our students are at an Advanced Level. Since we are following the English as a Second Language Model, all instruction is in English.

B. ELL Years of Service and Programs:

The P.S./M.S. 84Q Language Allocation Policy will provide guidance for language use as ELLs progress through their academic and language development program. These strategies will provide a continuum through which instruction is scaffolded as ELL students develop proficiency. These strategies will also enable students to meet and exceed the maximum requirements for English language development instruction as mandated by CR Part 154.

ELL Years of Service by Subgroups:

1. We currently have no SIFE students.
2. There are ten Newcomers: 1 in Kindergarten, 4 in Grade 1, 0 in Grade 2, 1 in Grade 3, 2 in Grade 4, 1 in Grade 5, and 1 in Grade 8.
3. There are thirty-three students receiving ESL services, years 4-6.
4. Currently we have one Grade 3 and two Grade 4 special education students receiving ESL services since Kindergarten.
5. We have three Grade 6 and two Grade 7 long-term ELLs.

C. Home Language Breakdown and ELL Programs:

Of the 74 ELL students in our school, their language distribution in grades K- 8 is as follows: 33 Spanish (45%) speaking students, 14 Arabic (19%) speaking students, 10 Urdu (14%) speaking students, 6 Bengali (8%) speaking students, 3 Albanian (4%) speaking students, 2 Greek (3%) speaking students, 2 Farsi (3%) speaking students, 1 Yugoslavian (1%) speaking student, 1 Polish (1%) speaking student, 1 (1%) Japanese speaking student, and 1 Italian (1%) speaking student.

Our Kindergarten has 7 ELL students, our 1st grade has 13 ELL students, 2nd grade has 12 ELL students, 3rd grade has 13 ELL students, 4th grade, including general education and CTT classes have 16 ELL students, 5th grade including general education and 12:1:1 classes have 10 students, 6th grade has 4 ELL students, our 6th grade has 1 student, 7th grade class has 4 students, and 8th grade has 2 ELL students.

In our Kindergarten class we have 2 Beginner, 1 Intermediate, and 4 Advanced students.

In our First grade class we have 7 Beginner, 4 Intermediate, and 2 Advanced students.

In our Second grade we have 0 Beginner, 1 Intermediate, and 4 Advanced students.

In our Third grade we have 3 Beginner, 3 Intermediate, and 6 Advanced students.

In our Fourth grade we have 2 Beginner, 4 Intermediate, and 10 Advanced students.

In our Fifth grade we have 2 Beginner, 4 Intermediate, and 4 Advanced students.

In our Sixth grade we have 0 Beginner, 1 Intermediate, and 4 Advanced students.

In our Seventh grade we have 0 Beginner, 2 Intermediate, and 2 Advanced students.

In our Eighth grade we have 0 Beginner, 0 Intermediate, and 2 Advanced students.

D. Programming and Scheduling Information:

Mandated units of service are as follows: Beginner and Intermediate students receive 360 minutes per week, and Advanced students receive 180 minutes per week.

Our NYSESLAT scores in our lower grades (K-2) indicate our ELL students are relatively even, while in Grades 3-8 we have more Advanced students.

These patterns across the four modalities guide our instructional decisions accordingly: In our K and 1 grade, we spotlight instruction towards reading, comprehension and writing skills and this also stressed in our 2nd and 3rd grade classes. For our upper grades we fine-tune our Reading and Writing Skills in order for the students to become fluent and be able to exit the program. We incorporate the Scott Foresman -

Accelerating English Language Learning Program in all our grades. This program offers a wonderful approach towards all four modalities and the students enjoy the language immersion. We also implement the Rosetta Stone Program in English for students in grades 4-8, which provides immersion and enrichment in the English language, while integrating technology into the curriculum. Other technology programs that are integrated into our ESL program are: Starfall.com, which helps beginners acquire vocabulary and reading skills, National Geographic.com, which supports social studies and science content area knowledge, Thinkfinity.com, which enhances literacy, problem-solving and thinking skills, and Enchanted Learning.com, which provides students with English and foreign language picture dictionaries, as well as short printable books, and interactive activities in literacy, math, social studies, and science.

Within both the push-in and pull-out models, students are grouped heterogeneously by proficiency levels within one class.

Within our push-in model we practice collaboration with the push-in teacher and the classroom teachers during common prep congruence sessions. This practice facilitates effective lesson planning and pinpoints the strengths and weaknesses of the students. Within the classroom setting of the push-in model ELL students are encouraged to participate and be part of a holistic teaching approach.

Differentiated ELL instruction takes place within the content areas with the use of realia, maps, hands-on activities, show and tell activities, technology, role-playing, labeling as well as total physical response and demonstration of lesson concepts. Hands-on activities are used in Math, Social Studies and Science. In order for our newcomers to activate prior knowledge within their native language we use native language books that they share with the push-in teacher and other classmates. Also, labeling within their native language (picture books and picture dictionaries) is allowed and encouraged. Students are encouraged to write short summaries of stories in their native language and include in their narrative English words that they have learned. Native folktales are also introduced within the push-in classroom experience and enable all children regardless of their ethnic background to become sensitized to each other's cultural experiences. In addition, within the content area instruction the "juicy sentences" technique is incorporated, which supports social studies, English language arts, as well as science instruction.

For our ELLs with special needs we group them according to their IEP needs and service them with the maximum amount of minutes in ESL as well as providing them with SETSS services and Title III reading services.

Our school plan for SIFE students:

- Incorporate a hands-on basics program that both the classroom teacher and push-in teacher use..
- Utilize alphabet cards, basic words flash cards, picture dictionaries and easy level readers to develop language acquisition skills.
- SIFE children are paired with "buddies" that may help them during classroom instruction.
- The teachers also incorporate one-to-one instruction for these children within the flow of the day.

Our school plan for ELLs receiving service for 4 to 6 years and Long-Term ELLs:

- The school plan for long-term ELLs, who have been in the program for more than three years, is to provide specific support in the areas where they need most help, through the collaboration of the push-in teacher and the classroom teacher.

- A push-in model is used to provide content area instruction as well as ELA instruction, including reading, writing, vocabulary development, spelling, grammar, and speaking, within the Workshop model, that aligns with and supports New York City and State standards.
- The push-in ESL teacher gives additional support to ELL students on test-taking skills and strategies using the four modalities.
- Some of our ELLs who have exited the ESL program remain part of our push-in model within their classroom in order to benefit from the extra help. They are grouped accordingly within the classroom setting in order to benefit from the ELL instruction. They are assigned follow-up activities within the lesson in order to bridge their learning experiences and are given vocabulary support within the reading and writing workshop as well as content area support within all subjects.

All current and former ELL students are encouraged to request extra support from the push-in teacher within all areas of instruction and not excluding support with homework assignments. All eligible ELL students participate in our extra support programs such as SETSS and AIS.

ELLS who have reached proficiency on the NYSESLAT are included in the “Juicy Sentences” strategy instructional program which provides additional support in analyzing and developing vocabulary skills within the content areas. They also receive continued instruction through the integration of technology, using the *Smartboard*, for writing skills, English language arts development, as well as social studies and science.

This year, every classroom received a *Smartboard*, which is a new technology component in our instructional program. If funds permit, we intend to purchase authentic literature which is recommended to support the “Juicy Sentences” strategy. We do not intend to discontinue any of our previously successful programs.

E. Schools with Dual Language Programs: Does Not Apply

F. Professional Development and Support for School Staff:

Professional Development workshops for staff working with ELLs are ongoing throughout the 2009-2010 school year. These workshops ensure the receipt of 7.5 hours for general education staff members, and 10 hours for special education teachers and paraprofessionals, as per Jose P. They include:

- | | |
|-----------------|---|
| September 2009: | PowerPoint Presentation on the NYSESLAT and the LAB-R: Analyzing and Interpreting Assessment Data |
| November 2009: | Continuous Support of Current ELLs and ELLs That Have Recently Tested Out
Techniques to Use and Grow On Within the Monolingual Classroom |
| January 2010: | Strategies and Materials for NYSESLAT Preparation for All ELLs |
| March 2010: | ELL Methodology within the Classroom – What Works and How |
| May 2010: | NYSESLAT Dates and Test Administration Information |
| June 2010: | How to Keep the ELL Learner Challenged and Focused within the Monolingual Classroom |

G. Parental Involvement:

Parents are assisted in accessing the ARIS Parent Link Portal in order to monitor their children’s progress.

In addition, the Parent Coordinator reaches out to parents to explain school policy, educational programs, and expectations, and provide parents with support.

They are invited to participate in PTA meetings and functions, and translation services are provided, when needed and available.

The Parent Coordinator facilitates Parental Workshops of interest to all parents, based on a needs-assessment survey, as well as conversations with parents.

We have partnerships with the following Community Based Organizations: LEAP, the Queens Museum, and the BEACON Program, which provides tutoring and homework assistance to our students and workshops for parents.

We plan six Parent/Student LEAP workshops for grades K – 8 that will address our goal to enhance parent involvement. These workshops will be targeted to specific grades and/or student proficiency levels. Some topics that we plan to focus on are:

- Using Computers: Basic Skills and Internet Access
- Crafts
- Math Games, Puzzles, and Crafts
- Literacy for Ages 4-6
- Literacy Games and Activities- Ages 7-12

Part IV: Assessment Analysis:

A. Assessment Analysis:

Multiple assessments are used to inform our Language Allocation Policy including: LAB-R, NYSESLAT, DIBELS AND Reading 3D for grades K-2, ACUITY, Pearson Interim Assessments, and standardized NY State and City Tests for grades 3-8.

In our First grade class we have 7 Beginner, 4 Intermediate, and 2 Advanced students.

In our Second grade we have 0 Beginner, 1 Intermediate, and 4 Advanced students.

In our Third grade we have 3 Beginner, 3 Intermediate, and 6 Advanced students.

In our Fourth grade we have 2 Beginner, 4 Intermediate, and 10 Advanced students.

In our Fifth grade we have 2 Beginner, 4 Intermediate, and 4 Advanced students.

In our Sixth grade we have 0 Beginner, 1 Intermediate, and 4 Advanced students.

In our Seventh grade we have 0 Beginner, 2 Intermediate, and 2 Advanced students.

In our Eighth grade we have 0 Beginner, 0 Intermediate, and 2 Advanced students.

Our NYSESLAT data patterns reveal that our Kindergarten students have an equal proficiency distribution in listening/speaking, while all in the beginner level of proficiency in reading/writing. Our First Graders have an equal proficiency distribution in listening/speaking, while most are in the beginner and intermediate proficiency levels in reading/writing. Most of our Second Grade students are in the advanced proficiency level in speaking/listening, and in the intermediate level of proficiency in reading/writing. Most of our Third Grade students are in the intermediate and advanced proficiency levels of listening/speaking, while most are in the intermediate category in reading/ writing. Most of

our Fourth Grade students are in the advanced category in listening/speaking, and in the intermediate level in reading/writing. Most of our Fifth Grade students are in the intermediate and advanced levels in listening/speaking while most are in the beginner and intermediate levels in reading/writing. Our Sixth Grade students are evenly distributed in the intermediate and advanced levels in listening/speaking, as well as reading/writing. Most of our Seventh Grade students are advanced in listening/speaking, while divided equally in intermediate and advanced levels in reading/writing. Our Eighth Grade students are advanced in listening/speaking as well as reading/writing.

Based on DIBELS and Reading 3D assessments, Kindergarten Beginner and Intermediate ELLs, and Advanced ELLs, need support with concepts of print, reading accuracy and reading comprehension.

Based on DIBELS and Reading 3D assessments, Grade 1 Beginner ELLs need support with nonsense word fluency, and word usage fluency; Intermediate ELLs need support with oral reading fluency, word usage fluency, and oral expression; and Advanced ELLs need support with word usage fluency.

Based on DIBELS and Reading 3D assessments, Grade 2 Beginner ELLs need support with oral reading fluency, word usage fluency, reading accuracy, reading comprehension, and oral expression; Intermediate ELLs need support with oral reading fluency, word usage fluency, reading accuracy, reading comprehension and oral expression; and Advanced ELLs need support with word usage fluency, and reading comprehension.

In a review of Acuity predictive assessments, Grade 3 Intermediate ELLs need support in the following ELA strands: listening for literary response and expression, as well as listening for critical analysis and evaluation; and reading for information and understanding. Grade 3 Advanced ELLs need support in the following ELA strands: listening for literary response and expression, as well as listening for critical analysis and evaluation; reading for information and understanding, as well as reading for literary response and expression.

Based on the 2009 Grade 3 NY State ELA Test our current Grade 4 ELLs scored as follows: 0 ELLs scored Level 1, 6 ELLs scored Level 2, and 12 ELLs scored Level 3, and 1 ELL scored Level 4. In a review of Acuity predictive assessments, our current Grade 4 ELLs need support in the following ELA strands: identifying main ideas and supporting details in informational texts; evaluating the content by identifying important and unimportant details; reading and understanding written directions, and identifying author's purpose.

Based on the 2009 Grade 4 NY State ELA Test our current Grade 5 ELLs scored as follows: 2 scored Level 1, 8 scored Level 2, 3 scored Level 3, and 0 score Level 4. In a review of Acuity predictive assessments, Grade 5 ELLs need support in the following ELA strands: using graphic organizers to record significant details about characters and events in stories; evaluating the content by identifying whether events, actions, characters, and/or settings are realistic; collecting and interpreting data, facts, and ideas from unfamiliar texts; using specific evidence from stories to describe characters, their actions, and their motivations; relating sequence of events; and using knowledge of story structure, story elements, and key vocabulary to interpret stories.

Based on the 2009 Grade 5 NY State ELA Test our current Grade 6 ELLs scored as follows: 0 ELLs scored Level 1, 3 ELLs scored Level 2, 3 ELLs scored Level 3, 0 ELLs scored Level 4. In a review of Acuity predictive assessments, Grade 6 ELLs need support in the following ELA strands: reading to collect and interpret data, facts, and ideas from multiple sources; evaluating information, ideas, opinions, and themes in

texts by identifying a central idea and supporting details; defining the characteristics of different genres; and distinguishing between fact and opinion.

Based on the 2009 Grade 6 NY State ELA Test our current Grade 7 ELLs scored as follows: 0 ELLs scored Level 1, 2 ELLs scored Level 2, 4 ELLs scored Level 3, and 0 ELLs scored Level 4. In a review of Acuity predictive assessments, Grade 7 ELLs need support in the following ELA strands: identifying information that is implicit rather than stated; and identifying essential details for note taking.

Based on the 2009 Grade 3 NY State ELA Test our current Grade 4 ELLs scored as follows: 0 ELLs scored Level 1, 1 ELLs scored Level 2, 15 ELLs scored Level 3, and 4 ELLs scored Level 4. In a review of Acuity predictive assessments, Grade 4 the ELLs needs support in Math in the following math strands: understanding the place value structure of the base ten number system: 10 ones = 1 ten, 10 tens = 1 hundred, 10 hundreds = 1 thousand; and developing fluency with single-digit multiplication facts.

Based on the 2009 Grade 4 NY State Math Test our current Grade 5 ELLS scored as follows: 2 ELLs scored Level 1, 2 ELLs scored Level 2, 10 ELLs scored Level 3, and 0 ELLs scored Level 4. In a review of Acuity predictive assessments, our current Grade 5 ELLs need support in the following Math strands: identifying and naming polygons, recognizing that their names are related to the number of sides and angles; exploring equivalent fractions; selecting appropriate computational and operational methods to solve problems; and using a variety of strategies to add and subtract numbers up to 10,000.

Based on the 2009 Grade 5 NY State Math Test our current Grade 6 ELLs scored as follows: 0 ELLs scored Level 1, 2 ELLs scored Level 2, 2 ELLs scored Level 3, and 2 ELLs scored Level 4. In a review of 2009 Acuity predictive assessments, our current Grade 6 ELLs need support in the following Math strands: classifying quadrilaterals by properties of their angles and sides; and identifying the ratio of corresponding sides of similar triangles.

Based on the 2009 Grade 6 NY State Math Test our current Grade 7 ELLs scored as follows: 0 ELLs scored Level 1, 3 ELLs scored Level 2, 4 ELLs scored Level 3, and 0 ELLs scored Level 4. In a review of 2009 Acuity predictive assessments, our current Grade 7 ELLs need support in the following Math strands: evaluating formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.; adding and subtracting fractions with unlike denominators; evaluating numerical expressions using order of operations; calculating the length of corresponding sides of similar triangles, using proportional reason; and locating rational numbers on a number line (including positive and negative).

B. Implications for Instruction:

Our NYSESLAT data patterns reveal that our Kindergarten and First Graders have mastered listening and speaking proficiency but are still working towards proficiency on their reading and writing skills. Our Second and Third Grade students are proficient also in listening and speaking and fall under the intermediate category in reading and writing. Our Fourth, Fifth, Sixth, Seventh, and Eighth Grade students are mostly on the advanced level in listening and speaking while in reading and writing they have an equal proficiency level distribution of intermediate and advanced.

Therefore, during the push-in model of ESL instruction we focus on improving reading and writing development and skills for our ELL students, which provides teacher support, and/or scaffolding while learning is taking place within the monolingual classroom. During the workshop model, the push-in teacher supports the ELL learners using ESL methodologies and strategies. The push-in teacher coordinates the grouping arrangement of ELL students in order to assist in the collaborative learning that will go on during the specific lesson. Both the classroom teacher and the push-in teacher follow their aligned lesson planning that is formatted towards ELL students' needs.

The push-in teacher utilizes the LAB-R test for new admit students, the NYC ELL Interim Assessment test for students in grades 3 - 8, the NYSESLAT test for all grades and ongoing classroom and ELL program assessments in order to assure that all ELL students are grouped accordingly and are provided with appropriately leveled resources. Resources include Scott-Foresman- Accelerating English Language Learning, Connecting Vocabulary by Options Publishing Inc., and The Writer's Thesaurus that is used during Reader's and Writer's Workshops. Other resources utilized by the push-in teacher include alphabet cards, flash cards, realia, books on tapes, ELL appropriate computer software, posters, experience charts, big books and classroom library leveled books. Also, the implementation of Teacher's College methodology is incorporated within the pairing and grouping of all ELL students with monolingual students in order to share students' strengths leading to the increase of language acquisition.

Part V: LAP Team Assurances:

- Mr. John A. Buffa, Principal
- Mr. Anthony J. Loverso, Assistant Principal/School Achievement Facilitator
- Ms. Nancy DiMaggio, ICI Executive Officer for Instruction
- Ms. Felicia Bentine, Network Support Specialist
- Ms. Despina Anastasi, ESL Coordinator/Teacher
- Ms. Margaret Nguyen, ESL Coordinator/Teacher
- Ms. Cami Meyer, Guidance Counselor
- Ms. Judy Slansky, Literacy Coach
- Ms. Diane Rossi, Math Coach
- Ms. Andrea Achilles, Parent Coordinator

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 ICI/D. 30	School P.S./M.S. 84Q
Principal Mr. John A. Buffa	Assistant Principal Mr. Anthony Loverso
Coach Ms. Judy Slansky, Literacy	Coach Ms. Diane Rossi, Math
Teacher/Subject Area Ms. Despina Anastasi, ESL	Guidance Counselor Ms. Cami Meyer
Teacher/Subject Area Ms. Margaret Nguyen, ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. Andrea Achilles
Related Service Provider Ms. Felicia Bentine	SAF type here
Network Leader Ms. Nancy DiMaggio	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	5	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	408	Total Number of ELLs	74	ELLs as Share of Total Student Population (%)	18.14%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

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

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0
Freestanding ESL										
Self-Contained	0	0	0	0	0	0	0	0	0	0
Push-In	7	13	5	12	16	10	5	4	2	74
Total	7	13	5	12	16	10	5	4	2	74

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	374	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	41	0	0	33	0	3	0	0	5	74
Total	41	0	0	33	0	3	0	0	0	74

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

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both

Number of third language speakers: 0

languages): <u>0</u>		
Ethnic breakdown of EPs (Number)		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	1	10	2	4	9	5	2	0	0	33
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Bengali	2	0	1	2	0	0	1	0	0	6
Urdu	0	0	1	1	1	3	2	1	1	10
Arabic	1	1	1	4	4	1	0	2	0	14
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	1	0	0	0	0	1
Albanian	2	0	0	0	0	0	0	1	0	3
Other	1	2	0	1	1	1	0	0	1	7

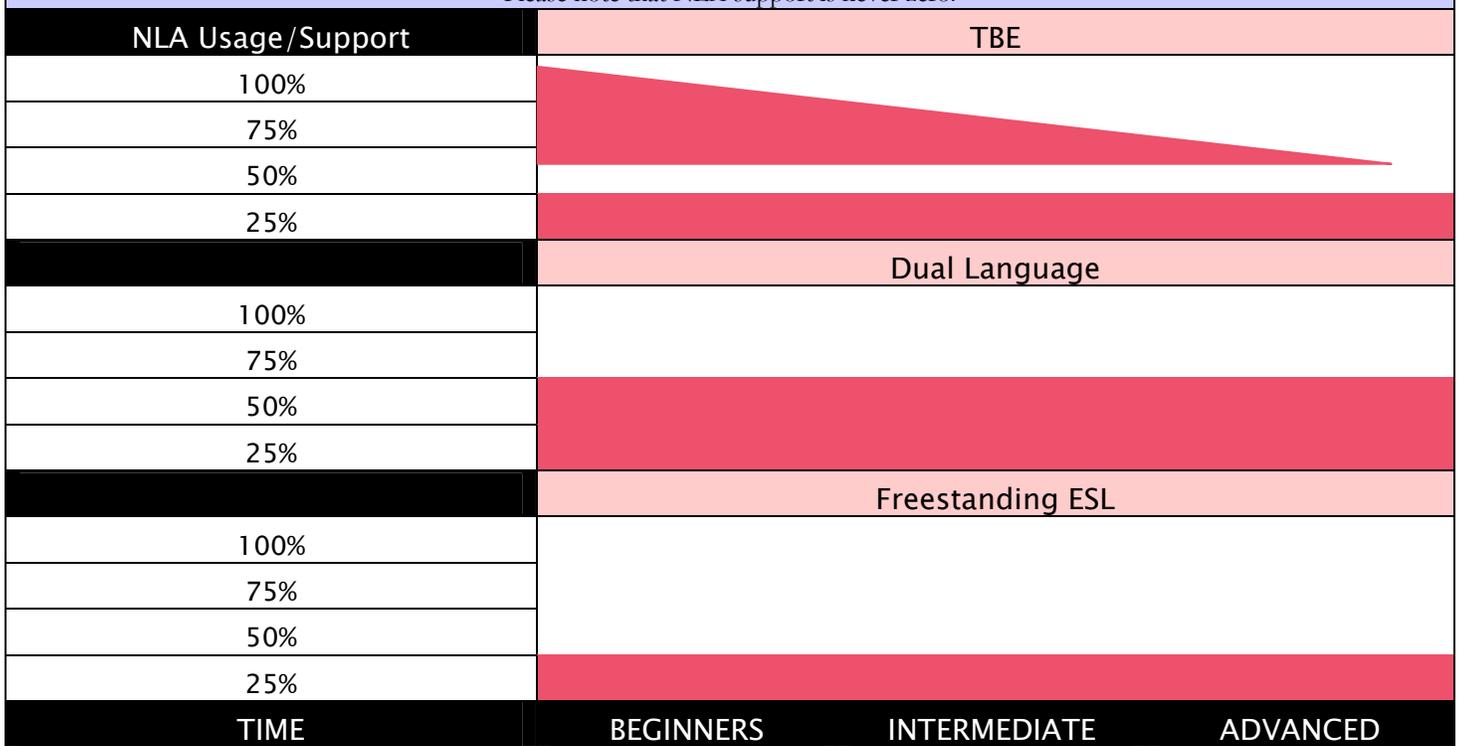
Programming and Scheduling Information										
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? b. What are the program 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> 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. 										
TOTAL	7	13	5	12	16	10	5	4	2	74

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	2	7	0	3	2	2	0	0	0	16
Intermediate(I)	1	4	1	3	4	4	1	2	0	20
Advanced (A)	4	2	4	6	10	4	4	2	2	38
Total	7	13	5	12	16	10	5	4	2	74

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	6	0	1	0	3	0	0	0	10
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?
 - How are EPs performing on State and City Assessments?
- 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)
Mr. Anthony Loverso	Assistant Principal		
Ms. Andrea Achilles	Parent Coordinator		
Ms. Despina Anastasi/ Ms. Margaret Nguyen	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Ms. Judy Slansky	Coach		
Ms. Diane Rossi	Coach		
Ms. Cami Meyer	Guidance Counselor		
Mr. Anthony Loverso	School Achievement Facilitator		
Ms. Nancy DiMaggio	Network Leader		
	Other		
	Other		
Mr. John A. Buffa	Principal		
Ms. Carol Drucker/ Ms. Maryann Mazzoli	Test Coordinators		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2009-2010: 74
(No more than 2 pages)

Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

We currently have 5 certified ESL teachers and 1 certified Bilingual teacher on staff, as identified by the pedagogical license report, and are placed as needed in classroom positions and/or push-in programs.

Students are identified by the following procedures:

- The parent registers the child and completes a Home Language Identification Survey (HLIS). The HLIS is reviewed by a trained school pedagogue. If the HLIS indicates that a language other than English is used in the home, the student is administered the LAB-R within ten days of registration.
- LAB-R is scored and reviewed. If the student scores at or below a state designated level of proficiency, the student is identified as an ELL. Parents are notified in writing, via the Parent Entitlement Letter, and are invited to attend a Parent Orientation session.
- Parents attend the orientation sessions, view the parent orientation video and receive information on the different program choices available. Parents complete the Parent Assurance Survey and Program Selection Form, indicating the program choice they would like for their child.
- The parent orientation and materials provided are presented in the parent's native language to the extent possible. They are available in English, Spanish, Chinese, Haitian, Korean, Urdu, Arabic, Russian and Bengali.
- The student is placed in a program based on availability and parent preference. Parents then receive a Placement Letter.
- The NYSESLAT is administered every spring for students who are in need of continuing ESL services.

Mandated units of service are as follows: Beginner and Intermediate students receive 360 minutes per week, and Advanced students receive 180 minutes per week.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

In monolingual classes in Grades K,1,2,3,4,5,6,7, 8 as well as CTT classes in Grades 2, 3, 4, and 7, and Special Ed self contained class Grades 4/5 a Push-In ESL Model is implemented for our ELLs.

Language of instruction is in English and the following instructional strategies are implemented: use of realia, maps, hands-on activities, show & tell activities, role playing, labeling as well as Total Physical Response (TPR), and demonstration of lesson concepts within the content areas. Hands on activities are used in Math, Social Studies and Science.

After analyzing patterns across NYSESLAT modalities: Reading/Writing and Listening/Speaking, we differentiate instruction to best meet the needs of our ELLs, as described above, to strengthen students' abilities in Reading/Writing and Listening/Speaking.

These patterns across the four modalities will guide our instructional decisions accordingly: In our K and 1 grade, we will spotlight instruction towards reading, comprehension and writing skills and this will also be stressed in our 2nd and 3rd grade classes. For our upper grades we will fine-tune our Reading and Writing Skills in order for the students to become fluent and be able to exit the program. This year we have incorporated the Scott Foresman - Accelerating English Language Learning Program in all our grades. This program offers a wonderful approach towards all four modalities and the students enjoy the language immersion. We are implementing the Rosetta Stone Program in English for students in grades 4-8, which provides immersion and enrichment in the English language, while integrating technology into the curriculum.

We also will provide an after-school Title III program for our ELL students, grades K to 8, consisting of three classes, based on students' proficiency levels, which will meet two times a week for fourteen weeks, for 90 minutes per session.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

We plan six Parent/Student LEAP workshops for grades K – 8 that will address our goal to enhance parent involvement. These workshops will be targeted to specific grades and/or student proficiency levels. Some topics that we plan to focus on are:

- Using Computers: Basic Skills and Internet Access
- Crafts
- Math Games, Puzzles, and Crafts
- Literacy for Ages 4-6
- Literacy Games and Activities- Ages 7-12

Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

P.S./M.S. 84Q values parental involvement in the decision-making process in reference to their children's education. We provide parents with an orientation that describes various programs for English Language Learners. In addition, parents are given the opportunity to visit classrooms with the various programs being offered. From our Parent Selection Forms, 100% of our parents chose to have their children remain in our school and be part of the ELL program that we offer.

Parents' needs are met through the evaluation of completed surveys and discussions during PTA meetings and Parent Workshops, in which they discuss areas of concern so that future workshops can be planned.

We plan six Parent/Student LEAP workshops for grades K – 8 that will address our goal to enhance parent involvement. These workshops will be targeted to specific grades and/or student proficiency levels. The following topics may be addressed:

- Using Computers: Basic Skills and Internet Access
- Puppet Making
- Math Games, Puzzles, and Crafts
- Literacy for Ages 4-6
- Literacy Games and Activities- Ages 7-12

These workshops are provided in conjunction with our partnership with LEAP (Learning through an Expanded Arts Program), and will address the needs of our parents.

Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

In selecting appropriate placement for their child, during the first official interaction with parents/guardians of newly enrolled ELLs, we provide the parent orientation session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining all program options.

After the parents have made their program decision, all newly enrolled LEP students are offered participation in all after school programs that will enrich their English Language Skills. Our newest addition to our ESL classrooms is the Leapfrog Learning System, which is specifically geared towards newly enrolled LEP students. Through this program students acquire the audio-lingual and vocabulary support that they need in order to flourish in the ESL classroom. All of our ESL programs utilize the Scott-Foresman ESL curriculum, which includes the Newcomers component. This year we are implementing the Rosetta Stone Language Program in English for students in grades 4-8, which provides immersion and enrichment while integrating technology into English language instruction.

- Professional Development Program:

The P.S./M.S. 84Q staff, including general education, special education, ESL, and subject area teachers, paras, therapists, and administrators, will be provided with the following six professional development sessions for the school year 2009-2010, during faculty and/or grade conferences, as well as staff development days. Some of the professional development will be provided by the Network Support Specialist for English Language Learners (ELLs) from our Integrated Curriculum and Instruction (ICI) Learning Support Organization (LSO) and the Executive Officer for Research and Development for ELLs. All these workshops are aligned to Title III goals.

September 2009: Analyzing and Interpreting Assessment Data for Differentiation of Instruction

November 2009: Building Strong Cognitive Academic Language Proficiency to Support Current ELLs and ELLs That Have Recently Tested Out

January 2010: Strategies for Building Academic Language in Literacy

March 2010: ESL Methodology within the Classroom – What Works and How

May 2010: Developing Academic Language in the Content Areas

June 2010: Strategies for Developing the Language of Thinking

- Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

We will also provide an after-school Title III program for our ELL students, grades K to 8, consisting of three classes, based on students' proficiency levels, which will meet two times a week for fourteen weeks, for 90 minutes per session. Included in this program is instruction in academic English, content area Science and Social Studies, as well as support for ELLs as they transition from elementary into middle school, and middle-school into high school. During the school day, the Guidance Counselor and other staff members are available to assist ELLs transition from elementary to middle school, and from middle school into high school.

Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

DOES NOT APPLY

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-2010

School Building: P.S./M.S. 84Q District 30

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	5 ESL 1 Bilingual					6

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2009-2010 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

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

School District: 30 School Building: P.S./M.S. 84Q Grade Level: 4

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00	Subject (Specify)				
	To: 8:50	Reading Workshop/ESL- 45 min.				
2	From: 8:55	Subject (Specify)'	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:45	Writing Workshop/ESL – 45 min.				
3	From: 9:50	Subject (Specify)				
	To: 10:40	Social Studies- 45 min.	Science-	Social Studies	Science.	Social Studies
4	From: 10:45	Subject (Specify)				
	To: 11:35	Library	Physical Education	Science	Physical Education	Art
5	From: 11:40	Subject (Specify)				
	To: 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From: 12:35	Subject (Specify)				
	To: 1:25	Math	Math	Math:	Math	Math
7	From: 1:30	Subject (Specify)				
	To: 2:20	Shared Reading				
8	From:	Subject (Specify)				
	To:					

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

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

School District: 30 School Building: P.S./M.S. 84Q Grade Level: 4

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:50	Subject (Specify) Reading Workshop/ESL- 45 min.				
2	From: 8:55 To: 9:45	Subject (Specify) Writing Workshop/ESL – 45 min.				
3	From: 9:50 To: 10:40	Subject (Specify) Social Studies- 45 min.	Subject (Specify) Science- -45 min.	Subject (Specify) Social Studies	Subject (Specify) Science.	Subject (Specify) Social Studies
4	From: 10:45 To: 11:35	Subject (Specify) Library	Subject (Specify) Physical Education	Subject (Specify) Science	Subject (Specify) Physical Education	Subject (Specify) Art
5	From: 11:40 To: 12:30	Subject (Specify) LUNCH				
6	From: 12:35 To: 1:25	Subject (Specify) Math				
7	From: 1:30 To: 2:20	Subject (Specify) Shared Reading				
8	From: To:	Subject (Specify)				

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

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

School District: 30 **School Building:** P.S./M.S. 84Q **Grade Level:** 4

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:50	Subject (Specify) Reading Workshop/ESL- 45 min.				
2	From: 8:55 To: 9:45	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop
3	From: 9:50 To: 10:40	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies
4	From: 10:45 To: 11:35	Subject (Specify) Library	Subject (Specify) Physical Education	Subject (Specify) Science	Subject (Specify) Physical Education	Subject (Specify) Art
5	From: 11:40 To: 12:30	Subject (Specify) LUNCH				
6	From: 12:35 To: 1:25	Subject (Specify) Math				
7	From: 1:30 To: 2:20	Subject (Specify) Shared Reading				
8	From: To:	Subject (Specify)				

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual) DOES NOT APPLY

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

School District: _____ **School Building:** _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)				
	To:					
2	From:	Subject (Specify)				
	To:					
3	From:	Subject (Specify)				
	To:					
4	From:	Subject (Specify)				
	To:					
5	From:	Subject (Specify)				
	To:					
6	From:	Subject (Specify)				
	To:					
7	From:	Subject (Specify)				
	To:					
8	From:	Subject (Specify)				
	To:					
9	From:	Subject (Specify)				
	To:					
10	From:	Subject (Specify)				
	To:					

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:** 74 LEP _____ Non-LEP _____

Number of Teachers 3 ESL Certified Teachers **Other Staff (Specify)** 3 Content Area Teachers

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

P.S./M.S.84Q strives for excellence for our ELL students. We will provide an after-school Title III program for our ELL students, grades K to 8, consisting of three classes, based on students' proficiency levels, which will meet two times a week for fourteen weeks, for 90 minutes per session. This after-school Title III program will enable students to augment their English skills and vocabulary through the use of the Oxford University Press Series, which includes hands on activities, content readings and chants, the content area dictionaries and visuals such as word and picture cards. Included in this program is support for ELLs as they transition from elementary into middle school, and middle-school into high school. During the school day, the Guidance Counselor and other staff members are available to assist ELLs transition from elementary to middle school, and from middle school into high school. All of our service providers are experienced and certified ESL teachers.

Program Description:

- On Mondays and Wednesdays, ELLs in Grades K – 2, will receive 45 minutes of Content Area: Social Studies/Science instruction from the content area teacher, and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher. Each class will change, after the initial forty-five minutes of instruction, so that they will receive both ESL and Content Area instruction each day.
- On Tuesdays and Thursdays, ELLs in Grades 3 - 5, will receive 45 minutes of Content Area: Social Studies/Science instruction from the content area teacher, and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL

certified teacher. Each class will change, after the initial forty-five minutes of instruction, so that they will receive both ESL and Content Area instruction each day.

- On Tuesdays and Thursdays, ELLs in Grades 6 – 8, will receive 45 minutes of Content Area: Social Studies/Science instruction from the content area teacher, and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher. Each class will change, after the initial forty-five minutes of instruction, so that they will receive both ESL and Content Area instruction each day.
- These ESL Certified and Content Area teachers have participated or will participate in the Professional Development listed below, which are aligned with Title III activities and goals.

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

Our staff will be provided with the following six professional development sessions for the school year 2009-2010:

September 2009:	PowerPoint Presentation on the NYSESLAT and the LAB-R: Analyzing and Interpreting Assessment Data
November 2009:	Continuous Support of Current ELLs and ELLs That Have Recently Tested Out: Techniques to Use and Grow On Within the Monolingual Classroom
January 2010:	Strategies and Materials for NYSESLAT Preparation for All ELLs
March 2010:	ELL Methodology within the Classroom – What Works and How
May 2010:	NYSESLAT Dates and Test Administration Information
June 2010:	How to Keep the ELL Learner Challenged and Focused Within the Monolingual Classroom

Form TIII – A (1)(b)

School: P.S./M.S. 84Q BEDS Code: 34300010084

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$ 12572.28	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) Title III After School Program Teacher Per Session – 6 Teachers @ \$49.89/hr X 3hrs/wk X 14 weeks = 252 hours Total with Fringe = \$15266.34
Purchased services <ul style="list-style-type: none"> A. High quality staff and curriculum development contracts. 	\$ 1200.	LEAP – Three (3) Parent/Student Workshops @ \$400 per wkshp \$1200.
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$ 1227.72	Educational Supplies to Support Program – Trade Books/ Paper / Classroom Materials = \$ 1227.72
Educational Software (Object Code 199)	\$ 0	
Travel		
Other		
TOTAL	\$ 15,000	

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.

Our data is collected from the Home Language Survey (HLIS) that the parents submit to us at the time of registration. A pedagogue who is trained in the HLIS procedures assists the parent while he/she completes the HLIS. Translation services are available to help the parents through the use of the DoE's Translation and Interpretation Services Unit, (for example, our staff calls the translation unit if a parent speaking a foreign language comes into the school and nobody is available in the building who speaks the foreign language). Also, we are pro-active in inquiring whether parents need such translation services during our scheduled parent orientation meetings throughout the duration of the school year.

Data from ATS report (RAPL) is reviewed to determine parent/guardian preferred languages for spoken and written communication.

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.

Our high incidence languages within our school population are Spanish, Bengali, and Arabic.

Our low incidence languages are Urdu, Greek, Albanian, Polish, Turkish, Persian, and Tagalong.

During our PTA monthly meetings our current findings are reported to the parents and feedback is included to better provide for our interpretation needs.

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.

We utilize the services of the DoE's Translation Unit for our high incidence languages when sending out written communications.

We have identified school staff members who will be willing and able to perform translation of documents as well as other translation services, as needed. The procedures that will ensure timely provision of translated documents will be the identification of such documents, the need of the specific language within each classroom and the actual translation procedure provided by the identified school staff.

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

During our PTA meetings and other significant meetings, such as School Leadership Team and Parent Teacher Conferences, the identified parents in need of oral translation services will be provided with the oral translators corresponding to their language of need. A survey will be given out to the classrooms with the identified ELL students before such important meetings from our Parent coordinator, in conjunction with our ELL coordinator, to determine the translators needed at such meetings.

We utilize the services of the DoE's Translation Unit for translation/interpretation services for meetings held at the school. Translations and interpretations are also provided by in-house school staff.

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>.

We primarily rely on the services of the DoE's Translation Unit to provide translation and interpretation services. When timeliness is an issue, we also rely on our school staff members to translate documents into languages other than English. We prominently display the availability of translation services on a poster in multiple languages as you enter the building as well as in the main office. We provide written notification of parents' rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.

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:	\$239,617	\$23,756	\$263,373
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,396		\$ 2,396
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$237	\$ 237
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,980		\$ 11,980
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,188	\$ 1,188
6. Enter the anticipated 10% set-aside for Professional Development:	\$23,962		\$ 23,962
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$2,396	\$ 2,396

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 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.
- For the school year 2008-09 the percentage of high quality teachers is 100%.

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. SEE BELOW

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.

Subject/Area (where relevant): Parental and Community Involvement and Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, parental and community involvement and communication will improve as measured by a 3% increase in attendance at meetings, conferences, and workshops.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Parents, Community Members, and Volunteers</p> <p>To increase parental and community involvement and improve communication between the administration and staff of P.S./M.S. 84Q and our parents, students, community members, and volunteers, the following strategies have been implemented:</p> <ul style="list-style-type: none"> • We have hired a full-time Parent Coordinator. • The Administrators, Staff Members, and Parent Coordinator have developed a Parent Handbook that clarifies our school’s expectations, schedules, calendars, programs, procedures and policies. • Teachers link their Teacher Performance Reviews with increasing parental involvement. • Development of an interim report card checklist, which provides uniform progress reporting to inform parents of their child’s progress between report card cycles. • Workshops for parents that address educational, nutritional, test–prep, emotional, as well as behavioral needs so they can actively support their child’s education.

	<ul style="list-style-type: none"> • Continue to publish the Parent newsletter and calendar to keep all parents informed of important school/home/community matters. Translations will be provided, when available. • To further increase parental involvement we will utilize the ARIS Parent Link Portal so parents can view pertinent data related to their children’s progress. • Continue parent involvement in Parents as Learning Leaders, a volunteer program, in which they provide classroom tutoring, as well as accompany classes on trips. • Encourage parents to participate in school fundraisers to support educational and social programs. • Promote parents attendance at special programs for students. • We plan six Parent/Student Leap workshops for students and parents in grades K – 8. These workshops will focus on the following topics: <ul style="list-style-type: none"> ○ Using Computers: Basic Skills and Internet Access ○ Crafts ○ Math Games, Puzzles, and Crafts ○ Literacy for Ages 4-6 ○ Literacy Games and Activities- Ages 7-12
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Sept. 2009 – June, 2010</p> <p>Resources: Teachers, Administrators, Parent Coordinator, School Leadership Team, Parents, LSO:ICI</p> <p>Funding Sources: Tax Levy, Title I, PCEN, IDEA, SWP, other funding pending</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Parental and community involvement and communication will improve as measured by a 3% increase in attendance at meetings, conferences and workshops, as well as more positive responses in the Parent Surveys and Parent/Staff interactions, by June 2010.</p>

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

P.S./M.S. 84Q is committed to developing and implementing a parent policy that foster fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). We believe it is in the best interest of our students' educational, emotional, and social development to increase parental and community involvement as well as improve communication between the administration and staff of P.S./M.S. 84Q and our parents, students, community members, and volunteers. To further this goal we support active parental involvement in our Parent-Teacher Association, School Leadership Team, Parent-Teacher Conferences, Parents as Learning Leaders Program, Parent Workshops, Sub-Committees, Assembly Programs, and as Class Parents.

I. General Expectations

P.S./M.S. 84Q agrees to implement the following statutory requirements:

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

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

1. P.S./M.S. 84Q will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. The School Leadership Team members meet with the Principal at regular monthly meetings.
 - b. The Principal meets quarterly with the PTA Executive Board.
 - c. After a ten day notice of election, a general meeting of the Parent Teacher Association is convened, where parents interested in being elected to the School Leadership Team address the association.
 - d. A balloted vote is held and the parents with the most votes gain seats on the School Leadership Team, along with the PTA President who is a core member of the team.
 - e. The School Leadership Team is involved in many vital areas of decision making for the school. Parent members of the School Leadership Team are asked to evaluate, contribute to, and sign off on the Comprehensive Education Plan.
 - f. The Parent Executive Board signs off on the School/Parent Compact and develops a Title I Parent Involvement Plan consisting of 1% of our total Title I set-aside.

2. P.S./M.S. 84 Q will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. We hired a full-time Parent Coordinator, who is available to communicate with parents in person, by telephone and weekly emails.
 - b. The Administrators, Staff Members, and Parent Coordinator have developed a Parent Handbook that clarifies our school's expectations, schedules, calendars, programs, procedures and policies.
 - c. Publish the Parent newsletter and calendar to keep all parents informed of important school/home/community matters. Translations will be provided, when available.
 - d. Developed an interim report card checklist, which provides uniform progress reporting to inform parents of their child's progress between report card cycles.
 - e. Schedule Parent-Teacher conferences during the school day and during evening hours. Individual conferences may be arranged at parents' requests.
 - f. To further increase parental involvement we will utilize the ARIS Parent Link Portal so parents can view pertinent data related to their children's progress.

3. P.S./M.S. 84Q will take action to plan and implement effective parental involvement activities to improve student academic achievement and school performance:
 - a. Conduct workshops for parents that address educational, nutritional, test-prep, emotional, as well as behavioral needs so they can actively support their child's education.

- b. Continue parent involvement in Parents as Learning Leaders, a volunteer program, in which they provide classroom tutoring, as well as accompany classes on trips.
- c. Encourage parents to participate in school fundraisers to support educational and social programs.
- d. Promote parents' attendance at special programs for students during the day as well as at night.
- e. Teachers include a parental involvement component in their Teacher Performance Review.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information.
 - Communication will be in a form that families find understandable and useful. Developed an interim report card checklist, which provides uniform progress reporting to inform parents of their child's progress between report card cycles.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- P.S./M.S. 84Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:, through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.), and using technology, such as the *Renzulli Learning Program*.
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Parents will be invited to attend culminating celebrations marking their child's success at the school.
 - Values Assemblies are held once a month honoring students who exhibit exemplary character traits: i.e. responsibility, respect, honesty, and kindness, etc.
 - School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
 - The school calendar will be disseminated each month by mail to all parents, before the start of the month.
 - At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
 - Parent workshops will focus on basic educational concerns, health care, and financial planning.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Parent Meeting with District Family Advocate and Parent Coordinator. This policy was adopted by P.S./M.S. 84Q on December 18, 2009 and will be in effect for the period of one year. The school distributed this policy to all parents of participating Title I, Part A children on or before December 31, 2009.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

Part B: TITLE I SCHOOL

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Needs Assessment Pp. 10-32.

2. Schoolwide reform strategies that:

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

See School Action Plans: Pp. 35- 41

3. Instruction by highly qualified staff.

- 100 % of teachers are fully licensed and permanently assigned to the school (School Year 2008-09).
- 68.6% of teachers have more than 2 years teaching in this school.
- 74.3% of teachers have more than 5 years teaching anywhere.
- 94.0% of teachers have a Masters Degree or higher.

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.

- Analysis of ongoing predictive and instructionally targeted assessments to determine individual student needs, as well as the development and implementation of strategies to improve student learning.
- The development of Goals and Targets based on Acuity Data, Running Records, Reading and Writing Units of Study, Everyday Math End of Unit Tests, teacher observation, and/or other pertinent data, by teachers and students in Grades 3-7 to clarify grade as well as individual goals and the targets necessary to achieve mastery of those goals.. Therefore, students, teachers, and parents will have clearly stated expectations, goals, and strategies to help student achievement.
- The development of Goals and Targets based on DIBELS, Reading 3D, Running Records, Reading and Writing Units of Study, Everyday Math End of Unit Tests, teacher observation, and/or other pertinent data, by teachers and students in Grades K -2 to clarify grade as well as individual goals and the targets necessary to achieve mastery of those goals.. Therefore, students, teachers, and parents will have clearly stated expectations, goals, and strategies to help student achievement.
- *Smartboard* training and other aspects of technology to enhance student learning, and integrate technology into the core curriculum areas.
- Renzulli Learning training to enrich student education, and differentiate instruction.
- Educational and professional web sites that supports technology in core curriculum subjects.
- Instructional strategies using web sites and software to enhance learning.
- Integrating technology into the curriculum to improve student achievement, with special emphasis on word processing programs and Internet access for research.
- The components of a balanced, scientifically-based literacy program and a one hundred-twenty-minute (grades K-3) and/or a ninety-minute/literacy block (grades 4-8).
- All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the six dimensions of reading: 1) being able to hear, identify, and manipulate individual sounds (phonemes) in spoken words, and to understand that words are made up of speech sounds or phonemes (phonemic awareness); 2) acquiring letter-sound correspondences and their use in decoding and encoding (phonics); 3) being able to read text fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate strategies to construct meaning from print (comprehension); and 6) developing and maintain motivation to read and become lifelong, independent readers.
- Continued implementation of the Balanced Literacy, phonics, and math programs, with special emphasis on strategies to meet the needs of ELL and special education students.

- Strategies to implement differentiated instruction in literacy and math to support all students at their instructional levels.
 - Incorporating varied learning styles into instruction and assessment of learning.
 - Strategies to enhance comprehension skills and vocabulary development across content areas.
 - Connecting math and literacy.
 - Strategies to enable teachers to implement the writing process within the literacy block, with special emphasis on mini lessons, writing mechanics, and teacher/student conferences.
 - Implementation of strong evidence-based strategies to improve student achievement in mathematics with emphasis on conceptual understanding while building a mastery of basic skills; exploration of the full mathematics spectrum, not just arithmetic; nurture higher-order and critical-thinking skills using everyday, real-world problems and situations, while also building and maintaining basic skills, including automatic fact recall.
 - The use of specialized strategies to meet the needs of special education students.
 - ESL strategies and ELL standards.
 - Implementing ESL strategies by monolingual classroom teachers.
 - Improving student performance in science through hands-on experiences and following the scientific inquiry model.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- Active recruitment at Department of Education sponsored job fair.
 - Involvement with the Education and Guidance Departments of local colleges and universities.
6. Strategies to increase parental involvement through means such as family literacy services.
- Development of a School- Parent Handbook which contains information such as school policy, procedures, programs, schedules, calendars, important telephone and contact numbers, and other pertinent data.
 - The hiring of a Parent Coordinator to communicate information to parents.
 - Workshops are presented to parents in Nutrition, Literacy, Math, Test-Taking Strategies and Support, and Parents as Learning Leaders.
 - Translation services are provided at PTA meetings, Parent Workshops and Parent-Teacher Conferences.
 - Newsletters are sent home to inform parents of programs, curriculum, school activities, and services available to families.
 - Parents are active members of the School Leadership Team.
 - A Parent Survey is conducted, so parents can have input into school programs, curriculum, priorities, and building maintenance.
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.

- Articulation between pre-school teachers and kindergarten teachers to address areas of the early childhood program including social, academic, and emotional growth to help students transition successfully.
- On-going professional development for Pre-K teachers and paraprofessionals, provided by the LSO:ICI and our school.
- Pre-Kindergarten classes visit Kindergarten classrooms to become acclimated to the higher grade.
- Parent workshops are given to assist parents to make their child's transition into Kindergarten emotionally, socially, and academically positive and successful.

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

Teachers evaluate their students' progress on NY State standardized tests, Acuity Assessments, DIBELS and Reading 3D, Running Records, informal assessments, and classroom performance measures to determine their instructional program based on these assessments. Teachers have the ability to determine the skills needed to be taught, and whether whole class, small group, and/or individual instruction will best meet the needs of all students. Teachers have the opportunity to discuss student achievement during common planning periods, in grade and faculty conferences, and during conversations with support staff.

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.

Students will be evaluated by NY State standardized tests, Acuity Assessments, DIBELS and Reading 3D, Running Records, Item-Skills Analyses, as well as informal assessments to determine students' progress. If students are not mastering necessary skills, they will receive small group and/or individual instruction in class to support their learning. If additional support is needed, they will be referred to the Pupil Personnel Committee for further evaluation, so they may receive additional instruction, such as SETSS, Academic Intervention Services, participate in after-school programs, and/or counseling which best meets their needs.

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.

The Federal, State, and Local programs for which our school receives allocations are as follows: Tax Levy, Title I, Title II, Title V, Title III, PCEN, Chapter 53, ERSSA Special Needs/AIS, Federal EGCISz Reduction, IDEA Special Needs/AIS, State Magnet Grant, and Part 154 Bi/LEP

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS- DOES NOT APPLY

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

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

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

DOES NOT APPLY

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

DOES NOT APPLY

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
DOES NOT APPLY	DOES NOT APPLY	DOES NOT APPLY

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The Administration, Coach and selected staff members met to discuss the ELA audit findings to ascertain if they apply to our school. It was determined that Key Finding 1A was not applicable to P.S./M.S. 84Q.

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?

Grade specific curriculum monthly pacing calendars are created and distributed by our Literacy coach, in conjunction with Teachers College Reading and Writing Project, which align the State Standards to our unit of study. These calendars in Reading and Writing provide instructional strategies for teachers, as well as goals and expectations for student achievement. Vertical alignment of the Standards is achieved through inter-grade meetings in June which allow teachers to discuss and scaffold their curriculum based upon the accomplishments of the previous grade's learning. Each year, teachers survey their materials, libraries, and resources to ensure that they meet the needs of their current student population. Materials are purchased and exchanged among the classes based upon the results of the teachers' and students' needs. Materials and books across all levels of instruction, genres, and interests are made available for teachers to utilize in their classroom.

Special education and AIS teachers follow the same monthly teaching points and Units of Study in Literacy and in the content areas as the classroom teacher. We have four CTT classes in which general education and special education students are instructed in the same teaching points, and the CTT teachers have the same preparation period in order to collaborate on instructional strategies and

differentiated instruction. AIS teachers have a preparation period available in their schedule to meet with the classroom teachers that they service. This allows for collaboration and for sharing of best practices.

ESL teachers follow the same monthly teaching points and Units of Study in Literacy and in the content areas as the classroom teacher. ESL teachers have a preparation period available in their schedule to meet with the classroom teachers that they service. This allows for ESL collaboration and for sharing of best practices.

English Language instruction, including scaffolding and differentiation, assists our ELLs in meeting and exceeding the ESL, ELA, and content area standards and assessments. ELLs receive English Language Arts instruction during the 90 minute literacy block utilizing the workshop model. During this time, the four modalities of listening, speaking, reading, and writing are incorporated into ELL instruction. In addition, vocabulary development, guided reading and interactive writing activities help to support our English Language Learners. ELLs receive mandated instruction, based on their NYSESLAT scores, by licensed ESL teachers.

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.

The Administration, Coach and selected staff members met to discuss the Math audit findings to ascertain if they apply to our school. It was determined that Key Finding 1B was not applicable to P.S./M.S. 84Q.

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?

Grade specific monthly goals are provided by our Math coach, to make teachers, students, and parents aware of math curriculum and student learning outcomes. All students in Grades K through 5 are using the *Everyday Mathematics* program, and students in Grades 6 through 8 are using *Impact Math*, which are aligned to the New York state content strands. They emphasize a realistic approach in solving every day situations. Our students enjoy the Math routines and the Math games, which review content strands through hands-on activities. During our daily Math block, we offer our students multiple opportunities to share how they approached a Math problem. In this way, we are fostering in our students mathematical intuition and development which aligns the curriculum to the process strands. Some students receive AIS services through a push-in program, which provides additional differentiated instruction to help students meet state standards.

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.

The Administration, Coach and selected staff members met to discuss the ELA audit findings to ascertain if they apply to our school. It was determined that Key Finding 2A was not applicable to P.S./M.S. 84Q.

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?

All K-8 classrooms are using some direct instruction to support a balanced literacy program in English Language Arts. Ninety minute blocks have been set up for daily ELA instruction. Direct instruction is used twice during the ninety minute literacy block; once for the reading

workshop and once for the writing workshop. During the minilesson, the teacher demonstrates and/or models a skill and a strategy that the students can use to support themselves during independent and small group reading or writing. Before students are sent off to implement the skills and strategies taught, the teacher scaffolds their learning with additional practice.

During independent, partner, and small group time, students are actively engaged and focused on the daily teaching goal. Some goals are set by the teacher and some goals are set by individual students. It is during this time that teachers meet with students, partnerships, and small groups to differentiate instruction, and support students in meeting their individual goals, as well as state standards.

We feel that an adequate amount of time is being dedicated to direct ELA instruction. Administrative classroom visits and observations support these findings of our school's educational program. Our students are highly motivated and are engaged in educationally relevant activities during ELA instruction periods. Teacher observation and conferences provide evidence that our students are working productively. Through these observations and conferences, teachers are able to align their curriculum to meet the needs of all the students in their classroom.

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

2B – Mathematics Instruction

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

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

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

³ 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.

The Administration, Coach and selected staff members met to discuss the Math audit findings to ascertain if they apply to our school. It was determined that Key Finding 2B was not applicable to P.S./M.S. 84Q.

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?

At P.S./M.S. 84Q, our teachers are required to teach Math for 75 minutes in the upper grades and for 60 minutes a day in the lower grades. Our teachers typically begin with a minilesson using the workshop model. The teacher introduces a problem or an investigation targeting a specific skill, providing direct instruction for 20 minutes. Next, the children participate in an individual or group activity practicing the concept/ strategy taught during the minilesson, usually lasting 35 minutes. During this time, our teachers are circulating around their classrooms, asking questions to raise the level of thinking, assessing student learning, and providing support to students as needed. During the last 20 minutes of the Math lesson, our students engage in whole group sharing focusing on processing skills. Through the workshop model, we are able to provide our students with the appropriate balance of direct and indirect instruction.

Each classroom has a *Smart Board*, which allows our teachers to differentiate and tailor their instruction as needed. Software programs, aligned with the standards are used to further support classroom instruction. We hold our students to high mathematical standards. Our math curriculum is well balanced and geared towards providing our students with real- world problem-solving opportunities.

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.

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.

The Administration, Coaches and selected staff members met to discuss the audit findings to ascertain if they apply to our school. It was determined that Key Finding 3 was not applicable to P.S./M.S. 84Q..

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?

When the school's administration prepares teacher assignments for the new school year, few positions are available. Most vacancies are a result of teacher retirement replacement. In addition, teacher assignments for the new school year are primarily based on first preference choices, consequently reducing turnover rate.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The Administration, Coaches and selected staff members met to discuss the audit findings to ascertain if they apply to our school. It was determined that Key Finding 4 was not applicable to P.S./M.S. 84Q..

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?

Teachers are encouraged to view professional development opportunities on the Department of Education *Protraxx* website. Our school willingly approves staff development workshops for all our teachers requesting to attend. In the past, Common Branch and ESL licensed teachers have attended many workshops geared towards developing our ELL population.

This year our school plans to continue sending classroom teachers to ELL workshops as well as our ESL push in teachers. Teachers that attend these workshops will be expected to turnkey and share best practices through our formal inter-visitation program and during monthly grade conferences.

ELL Staff Developers, from the ICI, have provided our staff with workshops at our school on current ESL strategies.

In addition, our ESL teachers provide professional development workshops to general education teachers at faculty conferences and staff development days.

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 Administration, Coaches and selected staff members met to discuss the audit findings to ascertain if they apply to our school. It was determined that Key Finding 5 was not applicable to P.S./M.S. 84Q..

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?

At P.S./M.S. 84Q all teachers are partners in the education of ELLs. Instruction at P.S./M.S. 84Q is driven by data. All teachers (classroom, ESL and out of classroom pedagogues) receive various testing data available through our ATS system. All data is organized in a classroom binder. All teachers receive a total exam history (REXH) for all of their students. When specific test data becomes available on ATS, all teachers receive the new test results. All classroom teachers receive RNMR to track and to analyze the 4 modalities tested on the NYSESLAT. Classroom and ESL teachers maintain individual conferencing notes to monitor the academic progress of the ELLs they teach.

At P.S./M.S. 84Q, we stress the importance of data driven instruction and the importance of differentiating instruction for our English Language Learners. Through common preparation periods and ongoing staff development, we have empowered our teachers to plan strategically through the use of data. The administration makes every effort to ensure that all teachers understand how to use the various ESL reports to target our ELL population.

In addition, a close analysis of Acuity assessments is provided to all teachers, which helps drive instruction for general education, special education, and ELL students.

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.

The Administration, Coaches and selected staff members met to discuss the audit findings to ascertain if they apply to our school. It was determined that Key Finding 6 was not applicable to P.S./M.S. 84Q..

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?

P.S./M.S. 84Q continually assesses the staff's understanding of the nature and implementation issues of IEPs. This is achieved through discussions at school-based professional development, faculty conferences, and grade conferences. Whenever possible, network personnel are utilized to do PD for our staff in this area. New teachers and teachers new to a particular special education program meet with their immediate supervisor at the beginning of and throughout the school year to review and clarify academic expectations. As per Chapter 408 of the New York State Education Law, all general education and special education teachers and related service providers receive a copy of the IEP of each student that they service. In addition, contents of these IEPs are reviewed by all paraprofessionals who provide service to a child. Confidentiality and implementation issues are discussed. Teachers are made aware that the modifications provided to a child in his/her IEP are to be afforded to these students throughout the day in the classroom. Teachers are encouraged to review any behavior modifications plans that are included on the IEP. They are also encouraged to make use of the Pre-referral Intervention Manual (PRIM) to address any behavior issues that may arise during the school year. Differentiation of instruction has been a priority for P.S./M.S. 84Q for the last several years. Professional development has been given in this area to help teachers meet the needs of all students in their class. Academic Intervention Teachers work with both general education and special education "at risk" students either one to one or in a small group in order to best address specific needs.

Teachers in CTT classes have the same preparation periods to plan and analyze student achievement, in order to work closely with students and differentiate instruction accordingly. The teachers are encouraged to visit other schools in order to view best practices.

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

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

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

Please respond to the following questions for Key Finding 7:

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

The Administration, Coaches and selected staff members met to discuss the audit findings to ascertain if they apply to our school. It was determined that Key Finding 7 was not applicable to P.S./M.S. 84Q..

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?

P.S./M.S. 84Q throughout the school year reminds teachers and service providers that they are required to adhere to all accommodations listed in a child's IEP to him/her during the entire school day. Clearly, these accommodations are strictly adhered to for standardized tests. Since all teachers and service providers are given IEPs of any student that they come in contact with (as per Chapter 408) they are expected to adhere to all modifications in the classroom. Administrative walkthroughs and informal observations are used to assess adherence to this mandate.

Teachers and service providers are encouraged to align goals, objectives and promotional criteria on a students' IEP to meet state standards.. In addition, self contained special education and CTT classes are instructed to differentiate grade level material. It is emphasized that students must be exposed to the materials that they will see on their assigned grade's standardized tests. In order to accomplish this, P.S./M.S. 84Q has engaged in professional development over the past several years on differentiated instruction, have made use of Academic Intervention Teachers and purchased materials for additional support.

Where a behavioral plan exists in an IEP, it is implemented by the teacher and service providers. In the case where one does not exist but is warranted, P.S./M.S. 84Q utilizes its guidance department to work with the classroom teacher to establish a behavior plan to best meet the needs of the students. Parental cooperation and consultation is encouraged so that all parties can work together toward a common goal. If deemed appropriate, a formal behavior plan is added to an existing IEP at the annual review or triennial. In the case of new referrals, behavior plans are included when deemed necessary by the School Based Support Team in collaboration with the classroom teacher.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

1 student is in temporary housing.

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

Services provided for the one student in temporary housing include:

- Education in the least restrictive environment of a 12:1 class,
- Speech and languages services provided by the Speech Therapist,
- Mandated counseling with the school Guidance Counselor, and
- Inter-borough busing which transports the student from temporary housing in the Bronx to our school in Queens.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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