



P.S. 143Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 143Q
ADDRESS: 34-74 113TH, CORONA, NY 11368
TELEPHONE: (718) 429-5700
FAX: (718) 478-8306

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 143Q SCHOOL NAME: Louis Armstrong Elementary School

SCHOOL ADDRESS: 34-74 113th Street, Corona, NY 11368

SCHOOL TELEPHONE: (718) 429-5700 FAX: (718) 478-8306

SCHOOL CONTACT PERSON: Seth Berger EMAIL ADDRESS: Sberger7@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Salil Paingankar

PRINCIPAL: Sheila S.-Gorski

UFT CHAPTER LEADER: Martin McKeown

PARENTS' ASSOCIATION PRESIDENT: Rosita Cali

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 SSO NAME: ICI

SSO NETWORK LEADER: Dr. Audrey Murphy

SUPERINTENDENT: Madeline T. Chan

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
Sheila S.-Gorski	*Principal or Designee	
Martin McKeown	*UFT Chapter Chairperson or Designee	
Rosita Cali	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tarzan Grant	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Michelle Bocanumenth	UFT Representative / Teacher	
Christina Catalano	UFT Representative / Teacher	
Maricela Hernandez	Parent Representative	
Libertad Sanchez	Parent Representative	
Sergio L. Quizhpi	Parent Representative	
Maria Eugenia Gomez	Parent Representative	
Natasha James	Parent Representative	

Signatures of the members 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.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

School Vision and Mission

Vision: We envision our school a community where students, staff and parents work together to create an atmosphere that promotes academic excellence. Ultimately, the members of our community will become life-long learners who are productive citizens of our society. They will have long-term goals, high self-esteem and respect for themselves and all others. The members will develop decision-making skills, critical thinking skills and the ability to communicate effectively.

Mission Statement: Our diverse school community is dedicated to creating a learning environment where all students optimize their potential. We will achieve this goal through the development and implementation of high-quality standards driven instruction. Civic, social and technological skills will be cultivated in a nurturing environment to meet the challenges of our changing world.

P.S. 143, the Louis Armstrong Elementary School, is located in Corona, Queens. It is a child centered, stimulating learning environment. The school serves approximately 1,434 students. Our student body is culturally diverse and includes a large immigrant population from urban and rural areas of Central and South America. Many students come from the Dominican Republic, Mexico and Ecuador. The large group of English Language Learners makes effective literacy instruction essential to the success of the school community.

P.S. 143 takes pride in the multi-cultural, multi-lingual student and staff population. It is distinctive in its design, which allows us to value our similarities and embrace our differences. The Teachers College Reading/Writing core curriculum combined with the components of Balanced Literacy are being implemented concurrently and are working effectively as cohesive literacy models. Curriculum maps that contain key components of the curriculum (content, skills, assessments, essential questions) have been designed by the Curriculum Mapping Team and are utilized school wide. The Everyday Math Program offers an instructional approach that revisits topics regularly to ensure full concept development and long-term retention of learning. We have a dedicated Parent Coordinator who reaches out to the community by providing workshops on issues of health and wellness as well as informing parents of school information and programs. We offer an After School Homework Club.

Our unique characteristics also include partnerships with:

- The Louis Armstrong House Museum provides a musical/cultural understanding of the jazz musician our school was named after and the jazz era he lived in.
- Sieman's Science program has become our partner to provide our students with scientific experiential learning.
- Young People's Chorus of New York City provides children with a program of music education and choral performances

Special Initiatives for our school included the following:

- Guidance Intervention Groups designed to empathetically meet student and emotional needs as scheduled in our intervention programs and improved student behavior in diverse areas.
- Effectual Enrichment Programs determined by student interests and measured by performances and student work.
- Teaching American History / American Social History Project is highly effective professional development in building capacity of our bilingual/ELL teachers to improve instruction as observed during snapshot observations.

SECTION III – Cont’d

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. 143 Louis Armstrong						
District:	24	DBN:	24Q143	School BEDS Code:	342400010143		
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	0	0	0		94.8	95.3	95.7
Kindergarten	221	236	246				
Grade 1	210	211	249	Student Stability - % of Enrollment:			
Grade 2	179	203	205	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	200	199	189		93.0	90.6	91.9
Grade 4	216	199	189				
Grade 5	184	202	199	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0		92.8	90.7	90.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		4	1	10
Grade 12	0	0	0				
Ungraded	0	4	0	Recent Immigrants - Total Number:			
Total	1210	1233	1284	(As of October 31)	2006-07	2007-08	2008-09
					20	12	29
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	24	21	36	Principal Suspensions	2	0	0
# in Collaborative Team Teaching (CTT) Classes	16	19	31	Superintendent Suspensions	2	1	0
Number all others	44	53	51				
<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
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0
(BESIS Survey)							
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	156	137	83	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	16				
# receiving ESL services only	434	497	464	Number of Teachers	88	96	99

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	30	0	4	Number of Administrators and Other Professionals	13	18	17
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.0
				% more than 2 years teaching in this school	72.7	72.9	76.8
				% more than 5 years teaching anywhere	61.4	62.5	64.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	94.0	92.0	92.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.8	100.0	100.0
American Indian or Alaska Native	0.2	0.2	0.2				
Black or African American	2.3	1.9	1.6				
Hispanic or Latino	87.5	90.4	87.2				
Asian or Native Hawaiian/Other Pacific Isl.	7.9	5.8	6.4				
White	2.1	1.9	1.9				
Male	49.0	51.0	52.9				
Female	51.0	49.0	47.1				

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 (2009-10) Based on 2008-09 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 ____						

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		√ ^{SH}	√	√			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	5	5	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:	98	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	21.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	56.6						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9						

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			

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

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

SECTION IV: NEEDS ASSESSMENT

Trends

Assessment scores, staff and administrative observations and surveys have shown the following trends:

- Students scoring below level in the Writing Continuum (Grade K – 5).
- Assessments indicate that our students in grades 3-5 are challenged when writing constructive responses with the purpose of meeting or exceeding grade level standards.
- Twenty-one (21%) percent of our English Language Learners became proficient on the NYSLESLAT in the Spring of 2009. Twenty (20%) of our advanced English Language Learners have achieved proficiency in the Spring 2008 NYSESLAT exam.
- Assessments indicate diversified needs among English Language Learners which require differentiating instruction.
- Students scoring in the bottom third consist of Special Education/English Language Learners and English Language Learners with Limited English Proficient (LEP) duration of less than three years.
- In grades 3-5, 402 students (70% of all students) are meeting or exceeding grade level standards represented by 365 students (64.9%) meeting standards and 37 students (6.67%) exceeding standards in English Language Arts.
- In grades 3-5, 531 students (90.1% of all students) are meeting and exceeding grade level standards representing 310 students (52.4%) meeting standards and 221 (37.5%) exceeding grade level standards in Mathematics.

Accomplishments

For the past three years, our greatest accomplishments include achievement of a letter grade A in all components of the NYCDOE Progress Report. We earned additional credit for exemplary gains made by all high needs student groups represented in our school. This score places P.S. 143 in the 93rd percentile of all elementary schools citywide. This shows a thirteen (13%) gain from the 2007-2008 school year. There is a significant increase of parent participation in workshops and at Parent-Teacher Conferences. Our school attendance is at 95.7%. P.S. 143Q scored 27.2% higher than the highest scoring Peer Horizon School. This is indicative of a strong commitment between parents, students, teachers and administrators.

Staff members consistently analyze data and utilize the results to drive differentiated instruction, as well as developing goals across the grade for each class and with individual students.

An analysis of the scores for grades 3 -5 in the 2008-09 English Language Arts exam indicates a nine (9%) percent increase over 2007-08 with students scoring at Levels 3 and 4. In the 2008-2009 school year, there was a decrease of 45 students scoring at Levels 1 and 2.

On the 2008-2009 State Math Assessment in grades 3-5, 90.1% of our students scored at levels 3 and 4. This is an increase of three (3%) percent from the previous year.

Executive and Instructional Cabinets continuously and consistently reflect on improving instructional practices. Instructional initiatives are data driven and collaboratively designed with the goal of increasing student achievement. Children enjoy and are actively engaged in our Early Bird Programs, After School Programs, Clubs, Saturday Programs and Recreational Fine Arts Programs. Under the supervision of The Academic Intervention Team, student Concept Leaders have been trained to mentor and coach their peers in Reading and Mathematics.

Aids

Some significant aids in our school's continuous improvement include:

- A wide array of intervention programs that support differentiated needs.
- Our School Support Organization and Learning Support Organization dependably assist us to strengthen our compliances and instructional needs.
- Study groups that build on our professional/instructional knowledge.
- Guidance intervention groups designed to empathetically meet students' social and emotional needs as scheduled in our intervention programs and improved student behavior in diverse areas.
- Strong in-house staff development by teachers, coaches and administrators utilizing their areas of strength as shown in the delivery of instruction.
- Data driven, effective, differentiated Extended Day Programs for Literacy and Mathematics (37-1/2 minutes reveal improvement in student work as evidenced in our periodic assessments.
- Effectual Enrichment Programs as determined by student interests and measured by performance and student work.
- Grade Leaders' Common Planning sessions successfully afford planning across the grades.
- Curriculum maps that contain key components of the curriculum (content, skills, assessments, essential questions) have been designed by the Curriculum Mapping Team and are utilized school wide.
- Web-based programs successfully work in an adaptive manner to monitor and provide appropriate tasks.
- Renzulli Learning Program, Wilson, Imagine Learning, Study Island, Raz Kids, REWARDS, Awards, Leap Frog, Great Leaps and Headsprout consistently support differentiated instruction and scaffolding of learning.
- Assessment materials appropriately provide numerous measures to afford a full spectrum of student progress.
- Staff/Supervisors collaboration is a strong approach to analyzing data in order to align it to instruction as observed formally and informally.
- The establishment of additional Inquiry Teams ensures that all students make progress towards reaching and exceeding the standards.
- Committees: Pupil Personnel Team, Academic Intervention Team, Professional Development Team, ELL Curriculum Mapping Team, Testing Team Inquiry Team and Safety Team effectively support a safe/orderly school/community environment conducive to learning.
- Educational Leadership Institute (ELI) strengthens our supervisory knowledge in best practices.
- Literature-based Themes (Grades K-5) significantly afford the children opportunities to engage in a variety of high-quality literature.
- Teachers College Reading and Writing Project (TCWRP), implemented with the components of Balanced Literacy, supports the rigor for instruction needed to accelerate literacy learning in all grades.
- The Title IID Technology Grant develops teachers' abilities to infuse technology in all content areas.
- The Title IIB Math Grant develops teachers' content knowledge in mathematics.
- The Title IIB Science Grant develops teachers' content area knowledge in science investigation.
- The STEM (Science Technology Engineering Mathematics) Grant develops teachers' content knowledge in science.
- The Dual Language Program has been expanded to grades K, 1 and 2 to sustain native language instruction and address language acquisition.

- Young People’s Chorus of New York City provides children with a program of music education and choral performances.
- Ballet Tech provides classical ballet training to selected students.
- Curriculum maps that contain key components of the curriculum (content skills, assessments, essential questions) have been designed by the Curriculum Mapping Team and are utilized school wide.
- Drop Everything and Read (DEAR) and Drop Everything to Do Math (DEAM) have been put into effect of rotating weeks allowing a block of 180 minutes to be used at the teacher’s discretion to differentiate instruction.

Barriers

Some significant barriers in our school’s continuous improvement include:

- Technical demands on an aging building, servers, hardware and wireless networks.
- A large influx of newly arrived second language learners has created an increased demand for teachers who are licensed/trained in teaching English to speakers of other languages.

SECTION V: ANNUAL SCHOOL GOALS

Goal #1 – By June 2010, teachers will develop their expertise in the use of effective literacy practices with the purpose of building their knowledge in the area of reading/writing comprehension as measured by formal teacher observation reports.

Teachers in each grade level will participate in professional development that encompasses best practices in reading/writing and addresses the needs of all students including our English Language Learners and Special Needs Students.

Goal #2 – By June 2010, teachers will enhance their knowledge of the utilization of data in order to heighten their instructional repertoire in the area of mathematics instruction as observed and documented during walkthroughs.

Teachers will demonstrate the use of effectual strategies in mathematics lessons as observed in lessons and during walkthroughs.

Goal #3 – By June 2010, teachers will increase the cohesive use of ESL methodology across the curriculum in each of the grade levels as measured by formal observation reports.

Teachers in each grade level team, ESL teachers and content area teachers will implement effective methodology via curriculum mapping for English Language Learners.

Goal #4 – By June 2010, teachers will amplify and strengthen abilities to utilize multiple data sources with the purpose of making strategic instructional decisions that will support student achievement as measured by focus walkthroughs.

Ninety (90%) percent of all teachers will engage in Inquiry Team work utilizing the New York City Department of Education multiple data sources in order to expand the work and delve deeper in the literacy work designed by the Instructional Team.

SECTION VI: ACTION PLAN

Annual Goal #1	By June 2010, teachers will develop their expertise in the use of effective literacy practices with the purpose of building their knowledge in the area of reading/writing comprehension as measured by formal teacher observation reports.
Action Plan	During the 2009-10 school year, all grade level teachers will share a common planning period that is built into their daily schedules along with support teachers who service their classes (ESL, Reading, AIS, Content Area teachers) so that they may cohesively plan and align instruction to the curriculum and standards. Literacy Peer Coaching/Workshops will be conducted during Faculty and Grade Conferences. Teachers will set goals with and for their students, plan and teach differentiated lessons to meet the needs of individual students/student groups. Teachers, school leaders and administration will utilize data, i.e., Running Records to set interim measurable goals. Teachers will utilize the data from Individualized Education Plans (IEPs) to plan and deliver differentiated strategies that are comprehensible to our Special Needs students.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	Allocations were secured and will be utilized to bring aboard AUSSIE and Literacy Consultants as a means of instructional support with the purpose of empowering the teachers with effective literacy practice.
Indicators of Interim Progress and/or Accomplishment	<p>Teacher's expertise in the use of effective literacy practices will be measured by:</p> <ul style="list-style-type: none"> • Weekly and monthly assessments such as Running Records, student observations, student work, conference notes, Teachers College Reading and Writing Continuum • Student Assessment folders, portfolios and surveys • Workshop / Professional Development Agendas/Sign-in Sheets • Focus Learning Walkthroughs as documented in binder • Informal teacher observation reports • Diagnostic Interviews (students) • Coaches Logs

SECTION VI: ACTION PLAN

<p>Annual Goal #2</p>	<p>By June 2010, teachers will enhance their knowledge of the utilization of data in order to heighten their instructional repertoire in the area of mathematics instruction as observed and documented during walkthroughs.</p>
<p>Action Plan</p>	<p>During the 2009-10 school year, our pacing calendars will be utilized by teachers to differentiate instruction, set goals for their students and monitor the progress and acceleration of student learning. Tier I teachers, in accordance with data analysis and student learning styles, will design and conduct small group and individual intensive instruction. Tier II teachers will remediate/enrich learning through the use of our resource toolkit, i.e. Aha! Math, Renzulli, Study Island, etc. All instructional approaches will be implemented and assessed for effectiveness on a four to six week basis.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Allocations have been secured and will be used with the purpose of purchasing enriching and challenging programs that teachers will utilize to support student achievement. With the purchase of these web-based programs such as Aha! Math, teachers will differentiate instruction in order to meet the needs of all the learners in their classroom. Internal/external tailored professional development will strength teacher's abilities to deliver effective instructional practices. In addition, peer coaching/workshops will be conducted during Faculty and Grade Conferences to further support the teacher's instruction. Other web-based programs such as Raz Kids and Study Island and interventions like Great Leaps will be utilized by our Student Concept Leaders to remediate/enrich the learning of their younger and/or grade peers. In addition, Concept Leaders will monitor the progress of the students they work with as documented by data analysis.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>Interim progress and accomplishments will be measured by:</p> <ul style="list-style-type: none"> • Informal/Formal Teacher Observation Reports • Workshops/Professional Development Agendas/Sign-in Sheets • Everyday Math Unit Assessments • Assessment Folders/binder and student portfolios • AIT binder with PIPs, Agendas and Attendance Sheets • Concept Leader's Progress Folders and Tutor's Assessment • Notebooks (TAN) • Math Diaries • Focus/Learning Walkthroughs as document in binders • Predictive Assessments, ITAs, ARIS, Acuity

SECTION VI: ACTION PLAN

Annual Goal #3	By June 2010, teachers will increase the cohesive use of ESL methodology across the curriculum in each of the grade levels as measured by formal observation reports.
Action Plan	During the 2009-10 school year, classroom, Science, Social Studies and ESL teachers will utilize Curriculum Maps to deliver explicit instruction that facilitates comprehension by increasing students' knowledge base and expanding academic vocabulary. The schedule across all grade levels will reflect opportunities for teachers to meet, align and plan curriculum implementation. ESL Supervisors and the Principal will conduct formal observations and focus walkthroughs to evaluate the effective use of Curriculum Maps in second language classrooms.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	Allocations have been secured and will be used for teacher/supervisor per session hours to further deepen the work of grade-specific curriculum. Classroom libraries and resources will be purchased to support student learning in the content areas. External/internal tailored professional development will strengthen teachers' abilities to implement effective ESL methodologies through curriculum mapping.
Indicators of Interim Progress and/or Accomplishment	<p>Interim progress and accomplishment will be measured by:</p> <ul style="list-style-type: none"> • Congruence sheets • Vertically and horizontally aligned curriculum maps binder at each grade level • Workshop/Professional Development Agendas/Attendance Dheets • Assessment folders/student portfolios (K-5) • Diagnostic Interviews with students • Documented results of focused walkthroughs • Formal/informal observation reports • Formal/informal assessment results (ELL Predictive Exams, ITAs, Running Records) (K-5) • Conference Notes • ECLAS-2 (K-3 results) • New York State English Language Arts Test results for grades 4 and 5

SECTION VI: ACTION PLAN

Annual Goal #4	By June 2010, teachers will amplify and strengthen abilities to utilize multiple data sources with the purpose of making strategic instructional decisions that will support student achievement as measured by focus walkthroughs.
Action Plan	During the 2009-10 school year, with the expansion of the Inquiry Team, teachers will analyze the conditions of learning and develop various change strategies to meet the needs of the target population. Ninety percent of all teachers will engage in Inquiry Team work, utilizing the New York City Department of Education multiple data sources in order to expand the work and delve deeper in the literacy work designed by the Instructional Team. Schedules for content area, ESL and Reading teachers will be programmed to afford them the opportunities to meet with the instructional team and Data Manager in order to conduct student case studies. Teachers will work with their target students utilizing tailored strategies specifically aligned to their needs. Teachers will utilize multiple data sources to self reflect and self evaluate their work with target students. Teachers will use data informed processes (strategies and techniques) to design differentiated lessons that enable students to reach their learning goals.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	The Inquiry Team budget will be used so that teachers will meet and work collaboratively. Inquiry Team monies will be used to support the Data Manager with planning and delivery of numerous hands-on professional development sessions she will conduct throughout the school year. Some of these trainings include ARIS Connect, Acuity and Performance Series training to familiarize all teachers with creating reports, forming groups, creating blogs, WIKIS, etc. Funding will afford the Data Manager, teachers and the Parent Coordinator the opportunities to collaboratively work on launching parent workshops throughout the school year to familiarize them with the parent link and expand the Inquiry Team work through a more informed partnership with our school community.
Indicators of Interim Progress and/or Accomplishment	Interim progress and accomplishment will be measured by: <ul style="list-style-type: none"> • Workshop/Professional Development Agendas/Attendance Sheets • Compilation of strategies • Inquiry Team Agendas / Minutes / Attendance Sheets • Data Specialist Logs • Target Population data analysis (Performance Series of progress monitoring toward June Goal) • Classroom student growth as observed by the teacher (student conferences) • Diagnostic student growth • Workshop Commitment Forms • Results of June goals

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	70	40	N/A	N/A	1	0	0	0
1	60	30	N/A	N/A	2	0	0	0
2	75	75	N/A	N/A	3	0	0	0
3	70	35	N/A	N/A	2	0	0	0
4	40	45	40	40	2	0	0	0
5	60	30	50	50	6	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	
ELA:	<p>Focused, skills based instructional supports provided by licensed Reading/Intervention Teachers, Rosetta Stone, AWARDS, Headsprout, Headsprout Comprehension, Raz-Kids, Study Island, Smart Board Notebook software, Voyager Passport, Earobics Literacy Launch, Wilson Program, Foundations, Imagine Learning English, Great Leaps, Leapfrog, Moving Into English, Buddy Reading (Fluency), Graphic Organizers, Rewards, Study Island, Words Their Way, Conquer Rhymes and Times and Vocabulary Word Maps are used during small-group instruction, one-to-one tutorials and by concept leaders. Instructional support is provided during the school day, Before and After School and during the Saturday Program.</p>
Mathematics:	<p>Focused, skills based instructional supports provided by intervention specialists, Aha! Math, Study Island, Smart Board Notebook Software, Great Leaps, Leapfrog, 24 Game Math Club, Math Partnerships/Triads, Graphic Organizers, Vocabulary Word Maps are used during small-group, one-to-one, tutorials, concept leaders. Instructional support is provided during the school day, Before and After School and during the Saturday Program.</p>
Science:	<ul style="list-style-type: none"> • Aha! Science • Study Island • Rand McNally Classroom Resource • SmartBoard Notebook Software • Renzulli – during the day, small groups, one-to-one, at home • Curriculum Mapping support resources <p>Instructional support is provided during the school day, Before and After School and during the Saturday Program.</p>
Social Studies:	<ul style="list-style-type: none"> • Tracks and Tunnels (LaGuardia) and teacher-made materials are used during the Early Rise Morning Program and small-group instruction • Renzulli – during the day, small group, one-to-one, at home • Study Island • Rand McNally Classroom Resource • Curriculum Mapping support resources <p>Instructional support is provided during the school day, Before and After School and during the Saturday Program.</p>

At-risk Services Provided by the Guidance Counselor:	Character Education and Making Character Count, Building Self-Esteem, Violence is Wrong, Respect Curriculum, Stop Bullying, Stand-Up – Speak Out, Building Good Character, Great Leaps, Guidance Intervention Groups
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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.

See Attachment #1

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-5 Number of Students to be Served: 555 LEP 875 Non-LEP
Number of Teachers 97 Other Staff (Specify) 20

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.143 is a kindergarten through fifth grade elementary school. As indicated in our BEDS survey ninety-eight (98%) percent of teachers at P.S.143 are highly qualified and are teaching under appropriate certification. There are 567 students that are classified as English Language Learners. There are two Transitional Bilingual classes, eleven self-contained ESL classes and six Dual Language classes. Content areas are taught in Spanish in all Transitional Bilingual Spanish classes for a minimum of 45 minutes per day, five days a week. An enrichment program for the students enrolled in the Dual Language Spanish/English class is afforded to improve students' reading and critical thinking skills in Spanish Literacy. The Rosetta Stone computer program and Santillana literacy books will be utilized to enrich the Spanish language skills. An after school math and ELA program is offered to our ELLs to build core student skills by providing scaffolded instruction and employing proven educational theory that helps all students learn.

The after school program uses ESL methodologies during individual and small group instruction in math and literacy, meeting three days a week for an hour and a half each session. The fourth and fifth grade ELLs are invited to attend Early Bird Math and Literacy Programs to enhance content vocabulary, build fluency and reinforce comprehension skills. Students in grade 3-5 attend extended day for 37.5 minutes, Monday through Thursday with a focus on writing. In addition, Imagine Learning, a research-based computer program is utilized for students scoring at the beginning level on the NYSESLAT.

A Saturday ELL Academy is offered for grades 3 through 5 with a focus on English Language Arts and Math State Assessments. The programs are selected based on students' individual linguistic needs. An After Enrichment Program is offered to students in grade 3-5. Students participate in activities designed to enhance their artistic, creative and physical education skill.

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.

Teachers that currently work in the supplemental instruction programs with ELLs have received professional development. Professional development is provided to all school staff that is responsible for the delivery of instruction to ELLs. These are given by the school Staff Development Team which consists of coaches and coordinators.

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 schools' Parent Coordinator along with the School Leadership Team have analyzed data that provides us with information on the effectiveness of our written translation and oral interpretation for all parents. Based on parents' surveys, observations and interviews with parents, we find that generally, parents are very satisfied with the translations that are taking place in our school. Parents feel that they are well informed on all aspects of their child's education. Since 90.8% of the students are Hispanic, translations are made for the community language, Spanish, as per Chancellor's Regulation A-663. Other language translations are made upon demand using telephone translation services and/or in-house human resources. We are making every effort to meet our translation needs in languages other than Spanish and make those translations accessible as needed.

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.

At the first point of contact with school registration interviews, point of registration, periodic parent orientation conferences, phone interviews, all linguistic needs are identified. Translations are accurate and consistently provided throughout the school year. A team of bilingual teachers translate verbal interviews/verbal conferences throughout the school year. During Parent-Teacher Conferences, we provide interpreters in addition to our in-house translators. Telephone translation services are made available as well as translators for Kindergarten Orientation meetings, which is in accordance with the Chancellor's Regulation A-663. Informational school policies are posted at school entrances in the eight main languages as recommended by the Department of Education. Our school has high quality bilingual professionals such as, the Principal, Assistant Principals, School Guidance Counselor, School Psychologist, Social Worker, Bilingual Coach, Parent Coordinator and classroom teachers who are willing to help with any translation needed. During conferences, meetings, gatherings and conversations, parents express great satisfaction with the language translation and interpretation services. The Parent Coordinator provides translations during Parent Workshops. Monthly parent letters include a translated version in the predominant language of the community. In addition, our monthly parent letters are available in other languages upon request. The Parent Coordinator reports to the community on a weekly basis and requests feedback on the effectiveness of the translations.

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.**

PS 143 will continue to provide necessary written translation services to all parents of the community in order to ensure they are provided with appropriate and timely information. All correspondence, report cards, surveys and important documents related to student's education are translated into Spanish (the language of the community) and other languages, upon request, to facilitate communication between the school community. The school Principal is responsible for identifying all documents requiring translation of other languages and assigns them to various Bilingual staff, which includes the Bilingual/ESL Coordinator, the Parent Coordinator and the Bilingual teachers. All documents are approved by the Principal prior to distribution. Our monthly parent newsletter informs parents that translation services are available.

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

Oral interpretation services are provided for the following types of correspondence:

- a) Parent Teacher Conferences – translations services are provided in the language of the community as well as Chinese.
- b) Visitations with Social Worker, School Psychologist and Guidance Counselors
- c) Periodic parent-teacher conferences
- d) Schoolwide events, parent orientation
- e) Medical visits

Ongoing translation services ensure that the parents are well informed of their child's educational progress and have a high level of communication with the school staff and administration. All services referenced above are provided by in-house staff and outside contractors as well as telephone translations.

- 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>.**

PS 143 provides written notification to all parents who require language assistance. This notification describes the rights and responsibilities that parents have regarding translation and interpretation. It is posted in the Parent Coordinator's office, which is located on the third floor of the school's main building. Signs directing parents to this written notification are posted in the school's main office, mini-building entrance and the school's main lobby. The link to the Chancellor's Regulation A-663 is provided on the school's home page. The Language Interpretation Plan has been implemented and addresses the procedures to follow in order to ensure that every parent receives language assistance as needed.

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:	\$907,796	\$34,513	\$942,309
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 9,078		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$345	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 45,390		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,725	
6. Enter the anticipated 10% set-aside for Professional Development:	\$90,779		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$3,451	

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.

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 Attachment #2

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

See Attachment #3

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 Section IV – Page

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:**
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

See Appendix 1 and 2

3. Instruction by highly qualified staff.

- One hundred (100%) percent of our teachers are highly qualified
- Provide ongoing professional development and mentoring for teachers
- Provide opportunities for teachers to attend professional conferences
- Disseminate information about college courses
- Provide tuition reimbursement for teachers to attend the Intensive Teacher Institute to acquire an ESL extension

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.

- Coaches and school-based Professional Development Team will demonstrate effective classroom practices to other teachers in the school
- Professional Development Team will continue to plan professional development in alignment with the City and State Standards
- Provide Schools Attuned professional development to selected staff members
- Ongoing professional development on ESL methodologies
- Inquiry Team will focus on school-wide improvement

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

- Contact local colleges to attract student teachers
- Attend City Job Fairs
- Inform our staff about our needs for highly-qualified teachers

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

- Encourage parental attendance during class trips, special assemblies and presentations
- Encourage teachers to send weekly newsletter outlining curriculum, homework, etc.
- Offer workshops that give parents strategies to help their children succeed in school
- Offer a Family Literacy Program
- Offer a DOE partnership program for ESL to parents during evening hours
- Educate school staff on how to work with parents as equal partners in order to improve student academic achievement
- Train parents in the use of technology to promote student achievement
- Encourage parents to be on an advisory committee to assist in the education of their children

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.**
 - Pre-school programs will be invited to visit our Kindergarten classes
 - Parents will be invited to attend orientation programs to receive information about our school
 - Literacy Coaches, Math Coaches and Parent Coordinator will visit our feeder programs semi-annually to facilitate workshops and conduct read alouds

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 analyze academic assessment results for their students during Academic Intervention Team Meetings
 - Grade Leaders attend monthly professional development meetings to discuss student assessment issues
 - Grade conferences provide a forum for teachers to discuss student achievement in the overall instructional program

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.**
 - AIS Tutorials
 - Saturday Program
 - Morning Program
 - After School Program
 - Math/Literacy Club
 - Small group instruction with certified reading and ESL teachers
 - Providing Wilson Intervention Program to students in need
 - Offering additional research-based intervention programs such as Headsprout, Imagine Learning, Soliloquy, Aha! Math, Aha! Science and Rewards
 - Providing school-wide enrichment projects

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.

- Peer-Mediation Program
- Nutrition Committee
- Physical Education Program
- Parenting Skills Workshops
- Technology Workshops for parents
- Parent Volunteers

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

Program resources help participating children meet the standards in the following way:

- Before and after school programs provide standards-based, high-quality differentiated instruction to participating students.
- An ELL Saturday Academy provides our participating students with additional support to develop listening, speaking, reading and writing skills.
- Friday Clubs such as Glee Club, Mathematics Club, Advanced Art Club, Art Club, Piano Club and Physical Education focus on providing high-quality enrichment instruction.
- Additional high-quality web-based programs are used during both the school day and extended day to participating students. Programs include Renzulli, Imagine Learning, Study Island, Aha! Math, Aha! Science and Headsprout Reading Comprehension.
- Wilson Program is implemented for at-risk students.

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

Planning for students served under this program is incorporated into existing school planning in the following way:

- Academic Intervention Teachers work with participating students in a push-in model. AIS teachers provide high-quality remedial instruction to at-risk learners.
- Participating students are provided with differentiated academic intervention programs to meet their diverse learning needs. Programs include Wilson, Imagine Learning, Rhymes and Times and Great Leaps.

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;**

The following effective methods and instructional strategies that are scientifically based and strengthen the core curriculum are:

- Selected web-based programs, i.e. Imagine Learning, Renzulli and Headsprout Reading Comprehension.
 - Read Alouds, Shared Reading, Independent Reading and Guided Reading strengthen the English Language Arts curriculum.
 - The use of Thematic Units in the classroom provides in-depth understanding of specific knowledge and skills.
 - Scaffolding lessons insure understanding of subject matters.
- Deconstruction and reconstruction of academic language (Dr. Lily Wong-Fillmore) provides support to our English Language Learners.

4. Coordinate with and support the regular educational program;

The following coordinate and support the regular educational program:

- In-house coach support for literacy and mathematics
- Consultants for Balanced Literacy and Writing
- Web-based Programs (Renzulli, Study Island)
- School Support Organizations support
- Senior Achievement Facilitator support

5. Provide instruction by highly qualified teachers;

One hundred percent of our teachers are highly qualified

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

Professional development opportunities for teachers, principal, paraprofessionals, pupil services, parents and other staff include:

- Common preparation periods are in place to encourage learning communities focusing on increasing student achievement
- Study groups focus on student learning
- English Language Learner leadership professional development for Assistant Principals
- SSO professional opportunities for Assistant Principals, teachers and paraprofessionals
- In-house coach support in Literacy and Mathematics
- In-house paraprofessional workshops
- Consultant Support
- Regular parent workshops by Assistant Principals, Parent Coordinator, guidance counselors, SBST, Coaches and teachers
- Common planning Special Education periods for teachers and paraprofessionals

7. Provide strategies to increase parental involvement

Strategies that increase parental involvement:

- Parent workshops and Parents' Association meetings
- Meet the Teacher dates
- Open School Week
- Regular assemblies for parents and students (concerts, performances, etc)
- Principal's Newsletter
- Parent volunteers
- Family Literacy Program

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

Federal, State and local services and programs are coordinated in the following ways:

- All students are provided with a high-quality standard-based curriculum taught by highly qualified teachers. Effective methods and instructional strategies are in place for students in danger of not meeting standards. Students are provided with both Academic Intervention and before, after school and Saturday programs. English Language Learners and Special Education students are provided with appropriate programs based on their individual needs. Teachers establish standard-based goals for their students. Teachers continuously assess and monitor these learning goals.

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

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

NCLB/SED Status: _____ **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)

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

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

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.

- **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.

P.S. 143Q has engaged in informal and formal observations, focused walkthroughs, interviews and data analysis to assess that key finding 1 is relevant to our school's educational program.

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

X Applicable Not Applicable

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

The evidence that supports the relevance of this finding to P.S. 143's educational program is as follows:

- There are variations in curriculum and instruction observed across ELL and general education students

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.

Our school will address the relevant issues by:

- Curriculum Mapping Team collaboratively designed standards-based maps across grade level and content areas and array of resources are now available for each teacher to use to achieve the learning objectives. The learning objectives were designed and aligned with state standards.
- Provide planning for ELL education which will be monitored by affording congruence periods between classroom teachers and ESL push0in teachers. These periods allow ongoing communication and planning between classroom teachers and ESL teachers to cohesively plan and align instruction to the NYS Learning Standards. All ESL teachers will strengthen their instruction by creating goals and monitoring students' progress using a building created H.O.P.E. (Highlighting Ongoing Progress of ELLs) sheets.

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.

P.S. 143Q has engaged in informal and formal observations, focused walkthroughs, interviews and data analysis to assess that key finding 1 is relevant to our school's educational program.

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

X 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?

Although Everyday Math provides some enrichment opportunities, the program's pacing moves too quickly to provide adequate enrichment that is needed to increase our students to above grade level 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.

Our teachers differentiate instruction in order to meet the needs of all students especially the accelerated learners. In addition, our school has created After School Mathematics Enrichment Clubs to enhance our students' mathematical skills.

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.

P.S. 143Q has engaged in formal and informal observations, focused walkthroughs and data analysis including conference notes and diagnostic interviews to assess that key finding 2A is relevant to our schools' educational program.

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

X Applicable Not Applicable

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

The evidence that supports the relevance of these findings to P.S. 143's educational program are as follows:

- There is a need for more differentiated instruction in the 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.

Our school will address the relevant issues by:

- Best practices and research-based practices will continue to be addressed through weekly grade level common planning and ongoing professional development using our pacing calendars to plan differentiated instruction, set goals for their students and monitor their progress and accelerate students learning.
- Literacy peer coaching workshops, internal and external professional tailored development will strengthen teachers' abilities to deliver effective instructional practices.
- In accordance with data analysis and student learning styles, teachers will design and conduct small group to remediate and enrich providing intensive individualized instruction.
- Teachers will utilize data (periodic assessments, running records) to set interim measurable goals.

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.

P.S. 143 has engaged in formal and informal observations, focused walkthroughs and data analyses including conference notes and diagnostic interviews to assess that key finding 2B is relevant to our school's educational program.

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

Applicable Not Applicable

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

Although the technology is available to all teachers, most feel the need for continued professional development to increase their technological capacity to facilitate technology into the mathematics program.

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.

- Continued professional development for teachers in technology.
- Install additional interactive whiteboards into the classrooms.

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.

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.

P.S. 143 has examined the school report card and other relevant data, including our Quality Review Report, to assess that key finding 3 is not relevant to our school's educational program.

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

Applicable Not Applicable

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

The evidence that dispels the relevance of this finding to P.S. 143's educational program is based on the fact that we have a relatively low percentage of new and transferred teachers each year. The few teachers that have left P.S. 143 have left due to retirement.

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.

Not Applicable

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.

P.S. 143 has engaged in interviews with classroom teachers, ESL providers, coaches and administrators to assess that key finding 4 is relevant to our school's educational program.

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

X 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?

The evidence that supports the relevance of this finding to P.S. 143's educational program is as follows:

- There is a need for additional professional development on effective teaching practices for English Language Learners.
- There is a need for all teachers to be knowledgeable about all policies and regulations that pertain to ELL instruction.

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

Our school will address the relevant issues by:

- Increasing the cohesive use of ESL methodology across the curriculum in each of the grades via curriculum mapping for English Language Learners
- Sustained internal and external professional development will support teachers (i.e. – Network Specialist, Data Manager, Peer Teachers – per session hours will be offered to peer teachers who will conduct professional development)
- Providing professional development on effective teaching practices for English Language Learners
- Increasing all teachers' knowledge of school-based policies for English Language Learners
- Monitoring instruction in classrooms with English Language Learners to ensure progress
- Professional development for ELL instruction will continue to be provided through the building's Bilingual/ESL Coach and outside consultants including Dr. Lily Wong-Fillmore's juicy sentences.

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.

P.S. 143 has engaged in interviews, informal and formal observations, focused walkthroughs and data analysis to assess that key finding 5 is relevant to our school’s educational program.

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

X 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?

The evidence that supports the relevance of this finding to P.S. 143’s educational program is as follows:

- Continue supervision of ELL’s academic progress and English Language development to ensure consistent academic growth.

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.

Our school will address the relevant issues by:

- Utilize a full-time Data Manager to monitor, understand and share NYSESLAT data in conjunction with various data sources (i.e., ARIS, ATS, Acuity, Performance Series, etc.)
- Provide differentiated professional development to teachers and school-based support staff in utilizing from multiple sources in order to more closely track ELL students’ progress, monitor strengths and weaknesses and develop individual goals for student growth and achievement.
- Address the needs of our English Language Learners at our Academic Intervention meetings to provide the most appropriate interventions.
- Provide professional development to teachers on monitoring ELL instruction in the classroom.
- Provide differentiated “at-risk” programs to our English Language Learners to effectively meet their needs.

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.

P.S. 143Q has engaged in formal and informal observations, IEP reviews, interviews and data analysis, professional development in understanding an IEP and find that key finding 6 is relevant to our school's program.

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

X 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?

The evidence that supports the relevance of this finding to P.S. 143's educational program is as follows:

- Professional Development is provided to staff on teaching students with disabilities
- Common planning has been established for out of the classroom teachers to help continue the support of students with an IEP
- Common planning has been established for all Special Education classroom teachers for the development and reviewing of IEPs
- General Education teachers and Special Education teachers meet during a common period to align their instruction with student's IEPs
- Copies of IEPs are given to all providers working with the Special Education student
- Paraprofessionals have access to all IEPs of students they work with
- Observations of instruction takes place to insure IEP mandates are being met for every student
- IEP educational benefits are addressed to ensure that students are moving toward the least restrictive environment

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.

Our school will address the relevant issues by:

- Distributing copies of IEP's to all teachers working with students with disabilities.
- Providing professional development on teaching students with disabilities via our SSO Network Specialists
- Observing classroom instruction to insure IEP mandates are being met for every student.
- Addressing the IEP Educational Benefits to ensure that students are moving towards the least restrictive environment.

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.

P.S. 143 has engaged in formal and informal observations, IEP reviews, interviews and data analysis and find that key finding 7 is relevant to our school's educational program.

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

X Applicable Not Applicable

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

The evidence that supports the relevance of this finding to P.S. 143's educational program is as follows:

- Classroom teachers have established an environment that accommodates and modifies testing and instruction in accordance with student's IEPs (i.e., adhering to testing modifications and accommodations during informal classroom testing).
- In accordance with Chapter 408, all teachers and paraprofessionals are given copies and/or access to student IEPs. IEP are discussed, explained and reviewed upon presentation to the provider.
- Special Education teachers and service providers receive professional development on writing the IEP, aligning the goals and objectives and modifying promotional criteria
- IEPs are monitored to insure behavioral plans are included when necessary
- Regular collaboration with the School Assessment Team to assess behavior and emotional needs of our students

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.

Our school will address the relevant issues by:

- Providing professional development on using modifications/accommodations during classroom instruction.
- Conducting walkthroughs focusing on instruction for students with IEPs.
- Monitoring IEPs to insure that they include behavioral plans when necessary.
- Regularly collaborating with the SAT (School Assessment Team) to assess behavioral and emotional needs of our students.
- Evaluate plan books to ensure modifications and accommodations are carefully designed.

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.)

There are (2) students in Temporary Housing enrolled at P.S. 143Q.

2. Please describe the services you are planning to provide to the STH population.
 - Parent Coordinator supports STH families as needed and acts as a liaison between family and school community.
 - Students participate in Guidance Intervention Group/Lunch Bunch.
 - Academic Intervention Team (AIT) monitors student progress and attendance of STH students. AIT will make instructional decisions and offer support programs based on academic/social progress of students.
 - STH students are invited to Before/After School and Saturday school programs based on academic/social progress of students.

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.

Attachment #1

LAP and LAP Worksheet

THE LOUIS ARMSTRONG ELEMENTARY SCHOOL

**P.S. 143Q
34-74 113th Street
Corona, N.Y. 11368
Telephone: 718-429-5700
Fax: 718-478-8306**

Assistant Principals

Adis Rodriguez

Salil Paingankar

Assistant Principals

Seth Berger

Anthony J. Petrocelli

**Principal
Sheila S.-Gorski**

Language Allocation Policy

I. School ELL Profile

A. Language Allocation Team Composition

The Language Allocation Policy (LAP) Team members for P.S. 143Q reflect the composition of the School community through the inclusion of school supervisors, teachers and the parent coordinator, as a representative of the parent community.

The team membership consists of the following: Sheila S.-Gorski, Principal; Adis Rodriguez, Assistant Principal; Anthony Petrocelli, Assistant Principal; Yvette Rodriguez, Bilingual/ESL Coordinator; Maria Frias, Testing Coordinator; Jorge Silva, Bilingual Teacher and Evelyn Roldan, Parent Coordinator.

B. Teacher Qualifications

The faculty of P.S. 143Q consists of highly qualified teachers that are fully certified with regards to their individual assignments. Currently, we have eighteen (18) certified ESL teachers and thirteen (13) certified bilingual teachers. There are sixty-six (66) teachers of ELLs who do not have ESL or bilingual certification. However, the ELL students in their classes receive mandated ESL services through certified ESL teachers who follow the “push-in” model of instruction.

C. School Demographics

P.S. 143Q, The Louis Armstrong School, is located in Corona, Queens. It is a child centered, stimulating learning environment. Our student body is culturally diverse and includes a large immigrant population from urban and rural areas of Central and South America, Mexico and the Dominican Republic. The school serves 1,414 students of which 555 are classified as ELLs. ELL

students account for 39.25% of the total student population.

II. ELL Identification Process

- 1) Our registration team consists of Therese Reyes, Pupil Accounting Secretary; Clara Manzano, IEP Teacher (certified Bilingual Special Education teacher); Evelyn Roldan, Parent Coordinator; Yvette Rodriguez, Bilingual/ESL Coordinator (certified bilingual teacher); Adis Rodriguez, Assistant Principal; Anthony Petrocelli, Assistant Principal and Sheila S.-Gorski, Principal.

The Pupil Accounting Secretary is the first point of contact when newly arrived students wish to register. She records pertinent information regarding each student and is assisted by the Parent Coordinator and the ESL/Bilingual Coordinator to identify ELLs. The Parent Coordinator provides translations when necessary along with a general explanation of the forms that need to be filled out. Each parent is given the Home Language Identification Survey (HLIS). The Bilingual Coordinator assists parents in filling out the HLIS by explaining the individual items that are addressed on the forms. In addition, the Bilingual Coordinator administers an informal oral interview, in English and Spanish, to the newly enrolled student. The Principal and Assistant Principal provide support and guidance for the registration team as needed. Those students that are then identified as possible ELLs, according to a HLIS that indicates a home language other than English and an informal oral interview, are then formally assessed by the LAB-R exam. Those students who are then identified through the LAB-R as ELLs must be placed in the appropriate program within ten days of enrollment. Parents may then choose one of the three programs available which are: Transitional Bilingual Education, Dual Language or Free Standing ESL. ELL students that have been receiving the mandated ESL services throughout the year will be administered the NYSESLAT exam every April to identify the progress that they have made towards English proficiency. The following pedagogues assist with the administration of the NYSESLAT exam: ESL Teachers: Julie Bonnenfant, Olga Garcia-Bencomo, Peter Heinz, Jane Lee, Millie So, Wendy Sayet, Linjun Xu; AIS Providers: Martin McKeown, Marianne Levinson, Denise Trefon, RosaLaura Anton, Deborah McHale, Maida Parisyan; Literacy Coach: Maria Papoutsakis; Testing Coordinator: Maria Frias; Data Specialist: Alma DeLucia; ESL/Bilingual Coordinator: Yvette Rodriguez. Instruction is differentiated for students according to the level of English proficiency indicated by their NYSESLAT score. Students will take the NYSESLAT exam every year until their score indicates that they have achieved proficiency in English and are no longer eligible to receive ESL services.

- 2) A parent orientation is provided at the beginning of the school year by Yvette Rodriguez, Bilingual/ESL Coordinator (certified bilingual teacher); Evelyn Roldan, Parent Coordinator and Adis Rodriguez, Assistant Principal, to ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language and Free Standing ESL). Additional group or individual orientation sessions are held throughout the year by Yvette Rodriguez, ESL/Bilingual Coordinator and Evelyn Roldan, Parent Coordinator, as needed for ongoing student registrants. These sessions include a Department of Education provided video (available in a number of languages) as well as individual and group presentations to help parents understand the material. Through these sessions, all program placement options are presented to the parents with enough information to allow them to choose the best program for their child and to help with familiarizing them to the New York City school system. Parents are also provided with brochures (available in a number of languages) that explain all the program models in print. Additionally, through these sessions, parents are provided with an explanation of the New York State and New York City standards, the Core Curriculum, assessments, student expectations, general educational program

requirements and school policies.

- 3) Entitlement letters are distributed to all ELL students, copies of these letters are made and are kept on file in the data room. Students that become proficient in the New York State English As A Second Language test will receive a non-entitlement letter and those students who did not become proficient on the NYSESLAT will receive a Continued Entitlement Letter. The NYSESLAT is given during the spring to all eligible ELL students identified utilizing LAB-R and HLIS form results. All four modalities of language are assessed.
- 4) Once the identification of ELL students is determined by the results of the LAB-R assessment, parents are invited to an orientation where ELL program options are explained. When placing students into ELL programs, we take into consideration parent requests, as indicated on survey forms, student interviews and LAB-R results. All communication with the school are provided in students' native language and in English. After consultation with all staff involved, grade supervisors place the student.
- 5) The majority of the parents, approximately 476 this year, have requested an English As A Second Language Program which is designed to develop skills in listening, speaking, reading and writing in the target language.
- 6) All program models offered in our school are aligned with parent requests. The majority of our parents request a freestanding ESL program. Due to parent requests, Bilingual classes are maintained in grades K and 3. Due to overwhelming parent requests, our Dual Language program was expanded. During the 2008-2009 school year, the Dual Language program was only offered to students in first grade. This year, the Dual Language program is offered in Kindergarten, first grade and second grade.

III. ELL Demographics

A. ELL Programs

P.S. 143Q has a total of 36 classes that service ELL students incorporating all three program models: Transitional Bilingual Education (TBE), Dual Language and Free Standing ESL. The breakdown according to grade is as follows: 6 Kindergarten classes; 6 first grade classes; 9 second grade classes; 7 third grade classes, 4 fourth grade classes and 4 fifth grade classes. The breakdown according to individual program model is as follows: a total of 2 Transitional Bilingual Education classes, 1 in Kindergarten and 1 in third grade; 6 Dual Language Classes, 2 in Kindergarten, 2 in first grade and 2 in second Grade; 6 Self-Contained free Standing ESL classes, 2 in Kindergarten, 2 in first Grade, and 2 in second Grade; and 22 classes where ELLs are included in classes with English Proficient (EP) students and are serviced by certified push-in ESL Teachers throughout the school day, 1 in Kindergarten, 2 in first grade, 5 in second grade, 6 in third grade, 4 in fourth grade, and 4 in fifth grade. There are 47 students enrolled in TBE (Spanish): 25 in Kindergarten and 22 in third grade. There are 134 students enrolled in Dual Language Programs: 50 in Kindergarten, 37 in first grade and 47 in second grade. A total of 463 ELL students are part of our Free Standing ESL Program. The following is a breakdown of the numbers of students in the Freestanding ESL program according to grade: 76 ESL students in Kindergarten; 43 ESL students in first grade; 89 ESL students in second grade; 105 ESL students in third grade; 78 ESL students in fourth grade and 72 ESL students in fifth grade. Three hundred and fifty-seven (357) students

are serviced by certified ESL push-in teachers (21 in Kindergarten, 32 in first grade, 84 in second grade, 100 in third grade, 60 in fourth grade and 60 in fifth grade).

B. ELL Years of Service and Programs

P.S. 143Q has a total of 555 students identified as ELLs. Of these ELLs, 447 are newcomers having received from 0 to 3 years of service and 108 have been receiving service from 4 to 6 years. Currently, we have no long term ELLs or ELLs identified as SIFE. A total of 75 ELLs are Special Education students.

A total of 47 ELL students are enrolled in TBE (Spanish) classes, 25 ELL students in Kindergarten TBE and 22 ELL students in third grade TBE. A total of 45 ELLs are enrolled in Dual Language (Spanish) classes; 16 ELL students in Kindergarten Dual Language, 18 ELL students in first grade Dual Language and 11 ELL students in second grade Dual Language. In addition, there are 89 English Proficient (EP) students enrolled in our Dual Language program; 34 EP students in Kindergarten, 19 EP students in first grade and 36 EP students in second grade. The ethnic breakdown of these EP students is as follows: 1 is African American, 2 are Asian and 29 are Hispanic/ Latino. The number of Bilingual students (fluent in both languages) is 87. There are no students that are third language speakers. A total of 463 ELL students are part of our Free Standing ESL program. Three hundred and three (382) of these students are Newcomers with 0 to 3 years of service and forty-eight (48) of these students are Newcomers who are also Special Education students. Eighty-one (81) of these students are ELLs who have been receiving services for 4 to 6 years and twenty-seven (27) of these students are ELLs who have been receiving services for 4 to 6 years who are also Special Education students.

The following is a breakdown of the numbers of students in the Freestanding ESL program according to grade: 76 ESL students in Kindergarten (69 Spanish speaking, 7 Chinese Speaking); 43 ESL students in first grade (40 Spanish speaking, 3 Chinese speaking); 89 ESL students in second grade (86 Spanish speaking, 3 Chinese speaking); 105 ESL students in third grade (101 Spanish speaking, 3 Chinese speaking, 1 Arabic speaking); 78 ESL students in fourth grade (73 Spanish speaking, 4 Chinese speaking, 1 Arabic speaking); and 72 ESL students in fifth grade (70 Spanish speaking, 2 Chinese speaking). A total of 102 of these students are in self-contained ESL classes (34 in Kindergarten, 34 in first grade and 33 in second grade). Three hundred and fifty-seven (357) students are serviced by certified ESL push-in teachers (21 in Kindergarten, 32 in first grade, 84 in second grade, 100 in third grade, 60 in fourth grade and 60 in fifth grade).

Programming and Scheduling Information

- 1) Instruction is delivered to ELLs using the following organizational models: Self-contained classes for Transitional Bilingual Education (TBE), Dual Language (DL) and Free Standing ESL models along with a “push-in” model for ELLs in classes with English Proficient (EP) students.

Our TBE classes offer 45-minutes per day of native language arts instruction using the Teachers College Reading and Writing Project (TCRWP) workshop model in the students’ native tongue. Students spend about forty percent of their time in English language development with instruction in their native language starting at sixty percent. English language instruction will increase throughout the school year while the Spanish language will decrease proportionally. Language instruction is also differentiated according to the individual students’ level of proficiency. Our Dual Language classes will serve both language minority and language

majority students in the same classrooms. Fifty percent of the students will come from each language group. Students will be instructed in both languages according to the side by side model alternating days of instruction in the targeted language from the beginning of the school year. The goal of this program is for students to achieve mastery of all subject areas in both languages (Spanish and English). Native language support may be given in Free Standing ESL programs in a variety of ways. Native language libraries and textbooks are available for ELLs who require their support. Technology based programs such as Imagine Learning and Rosetta Stone also offer native language support. In addition, classroom and support teachers may give native language support to individual students on a case by case basis.

Content area instruction is delivered in compliance with the legislative mandates and directives for each ELL program as described in CR Part 154. Dual Language students received content area instruction where the teacher utilizes the workshop model in both English and Spanish. Kindergarten students in Dual Language receive one 45-minute period each week of science and social studies as do students in first and second grades. Instructional language varies with the side by side model of English and Spanish on a daily basis. Math and literacy instruction in Dual Language classes likewise varies with alternating patterns of English and Spanish where students are instructed also using the workshop model with the Teachers College Reading / Writing Project components of Balanced Literacy and Everyday Math. Students receive ten 45-minute periods of literacy per week and ten 45-minute periods per week of math. Cluster teachers instruct students in bilingual classes who receive one 45-minute period each week of science and one 45-minute period each week of social studies. Also, students receive one period of Science and of Social Studies each week taught by the classroom teacher using the side by side method. Bilingual classes, also using the workshop model of instruction receive daily native language instruction for five 45-minute periods per week. The approaches and methods used within the Dual Language classes are based upon studies of Dr. Lily Wong-Fillmore (deconstruction and reconstruction of subject matter) as well as curriculum mapping. Science and social studies instructional time allocation each week conforms to CR Part 154 requirements. Students in the English As A Second Language classes receive the same number of minutes per week of content area instruction. Math and ELA instructional time allocation in both Bilingual and ESL classes is 45-minute periods per day with the language of instruction within the workshop model TCRWP, Balanced Literacy and Everyday Math being English. The bilingual class language of instruction increases from sixty percent Spanish and forty percent English As A Second Language as the school year progresses to eighty percent English by June.

P.S. 143 offers numerous intervention programs for our ELL students including those students classified within subgroups of newcomers, long term ELLs and Special Education. The following interventions are used to improve reading, writing and math strategies: Wilson Reading System, Fountas and Pinell Benchmark Assessment System, Imagine Learning in English, Spanish or Chinese, Headsprout Comprehension, Smartboard Notebook Software, Conquer Rhymes, Raz-Kids, Leap Frog School House, iRead, Ticket to Read, Great Leaps Reading, Rosetta Stone in English, Spanish or Chinese, Study Island, Rewards, Renzulli Learning, Aha! Math, Awards, Words Their Way and Earobics Literacy Launch. To help our ELL students to become proficient in English, we have implemented a number of programs during the regular school day, extended day, Saturday Language Academy for ELLs and morning and afternoon instructional/enrichment programs. Science programs include: Aha! Science, Study Island, Rand McNally Classroom Resource, Smartboard Notebook Software, Renzulli and Curriculum Mapping support resources. Social Studies programs include: Tracks and Tunnels, Renzulli, Study Island, Rand McNally Classroom Resources and Curriculum Mapping support services.

To provide support and strengthen instruction for our ELL population, we have implemented the following programs: Morning program focusing on reading and language acquisition, Extended Day Program focusing on language development acquisition through literacy and a Saturday Language Academy for ELLs focusing on language development and acquisition through the use of literacy and technology. Additional support is provided by push-in ESL/AIS teachers. The 37-1/2 minute period tutorial is also available for the ELL population students. The following technology programs are utilized: Imaging Learning (English, Spanish, Chinese), Rosetta Stone, Dual Language Libraries and Curriculum Mapping in Science and Social Studies.

- 1a) The organizational models available to ELLs include self-contained classes for Transitional Bilingual Education (TBE), Dual Language (DL) and Free Standing ESL models along with a push-in model for ELLs in classes with English Proficient (EP) students.
- 1b) The program model varies according to the specific ELL program. Spanish speaking newcomers who are at the beginner and intermediate level according to their LAB-R and/or NYSESLAT scores form the makeup of TBE classes. DL classes consist mainly of Spanish speaking students with a strong foundation in their native language who scored at the advanced level on the NYSESLAT. Students in freestanding ESL classes are heterogeneously grouped according to their LAB-R and NYSESLAT scores.
- 2a) Students in TBE and DL classes who scored at the beginning and intermediate levels on the NYSESLAT receive the required 360 minutes per week of ESL instruction from the classroom teacher. Students in TBE classes who scored at the advanced level on the NYSESLAT receive the required 180 minutes per week of ESL instruction along with the 180 minutes per week of ELA instruction from the classroom teacher. Students in TBE classes who scored at the beginning and intermediate levels on the NYSESLAT receive ninety minutes per day of Native Language Arts (NLA) instruction from the classroom teacher while students who scored at the advanced level receive forty-five minutes of NLA per day. Students in the freestanding ESL program who scored at the beginning or intermediate levels on the NYSESLAT receive the required 360 minutes per week of ESL instruction from the classroom teacher or a push-in ESL teacher. Students in the freestanding ESL program who scored at the advanced level on the NYSESLAT receive the required 180 minutes per week of ESL instruction from the classroom teacher or a push-in ESL teacher and 180 minutes per week of ELA instruction from the classroom teacher. ESL providers complete congruence sheets on a weekly basis to ensure the mandated number of instructional minutes are delivered.
- 3) Content area instruction is delivered in compliance with the legislative mandates and directives for each ELL program as described in CR Part 154. Dual Language students received content area instruction where the teacher utilizes the workshop model in both English and Spanish. Kindergarten students in Dual Language receive one 45-minute period each week of science and social studies as do students in first and second grades. Instructional language varies with the side by side model of English and Spanish on a daily basis. Math and literacy instruction in Dual Language classes likewise varies with alternating patterns of English and Spanish where students are instructed also using the workshop model with the Teachers College Reading / Writing Project components of Balanced Literacy and Everyday Math. Students receive ten 45-minute periods of literacy per week and ten 45-minute periods per week of math. Cluster teachers instruct students in bilingual classes who receive one 45-minute period each week of science and one 45-minute period each week of social studies. Also, students receive one period of Science and of Social Studies each week taught by the classroom teacher using the side by

side method. Bilingual classes, also using the workshop model of instruction receive daily native language instruction for five 45-minute periods per week. The approached and methods used within the Dual Language classes are based upon studies of Dr. Lily Wong-Fillmore (deconstruction and reconstruction of subject matter) as well as curriculum mapping. Science and social studies instructional time allocation each week conforms to CR Part 154 requirements. Students in the English As A Second Language classes receive the same number of minutes per week of content area instruction. Math and ELA instructional time allocation in both Bilingual and ESL classes is 45-minute periods per day with the language of instruction within the workshop model TCRWP, Balanced Literacy and Everyday Math being English. The bilingual class language of instruction increases from sixty percent Spanish and forty percent English As A Second Language as the school year progresses to eighty percent English by June.

- 4a) Currently, we have no SIFE students, however, the following programs and interventions are available should any SIFE students be enrolled throughout the school year; morning programs, extended day, after school programs, Saturday Language Academy for ELLs and AIS programs. In addition, teachers would implement other strategies to help these students move forward such as establishing partnerships in the classrooms. Flexible and differentiated groupings could be established to meet these students' needs. ESL and AIS teachers could push-in to provide additional support for these students. At-risk counseling and transitional support would be provided by our Guidance Counselor, Intervention Specialist and Parent Coordinator.
- 4b) Newcomers with less than three years in a U.S. school are generally placed in a TBE program if Spanish is their native language or a self-contained ESL class at the parent's request or if their native language is one other than English. A Saturday Language Academy for ELLs is offered for newcomers. Instructional software such as Imagine Learning English is available for all classes and has proven to be effective at all levels of English Language acquisition. In addition, all remedial ELA and Math before and after school programs are offered to all students including newcomer ELLs, especially those who will be ELA tested after one year.
- 4c) AIS services including remedial reading programs such as Wilson Reading System, Imagine Learning, Awards, Rosetta Stone, iRead and Ticket to Read are provided for ELLs who have been receiving services for four to six years. In addition, these students are encouraged to attend all remedial ELA and Math before and after school programs as well as the Saturday Language Academy for ELLs.
- 4d) Currently, we have no long term ELLs (over six years). However, if any were to arrive during the school year, we would have AIS teachers in place to provide intensive remedial support using a variety of programs. In addition, these students would be encouraged to attend all remedial ELA and Math before and after school programs as well as the Saturday Language Academy for ELLs.
- 4e) ELLs identified as having special needs are serviced by certified Special Education teachers and certified push-in ESL teachers for the required amount of minutes according to their NYSESLAT score. These students are serviced either in their 12:1:1 classrooms or their CTT classes.
- 5) P.S. 143 offers numerous intervention programs for our ELL students including those students classified within subgroups of newcomers, long term ELLs and Special Education. The following interventions are used to improve reading, writing and math strategies: Wilson

Reading System, Fountas and Pinell Benchmark Assessment System, Imagine Learning in English, Spanish or Chinese, Headsprout Comprehension, Smartboard Notebook Software, Conquer Rhymes, Raz-Kids, Leap Frog School House, iRead, Ticket to Read, Great Leaps Reading, Rosetta Stone in English, Spanish or Chinese, Study Island, Rewards, Renzulli Learning, Aha! Math, Awards, Words Their Way and Earobics Literacy Launch. To help our ELL students to become proficient in English, we have implemented a number of programs during the regular school day, extended day, Saturday Language Academy for ELLs and morning and afternoon instructional/enrichment programs. Science programs include: Aha! Science, Study Island, Rand McNally Classroom Resource, Smartboard Notebook Software, Renzulli and Curriculum Mapping support resources. Social Studies programs include: Tracks and Tunnels, Renzulli, Study Island, Rand McNally Classroom Resources and Curriculum Mapping support services.

- 6) Former ELLs in our school receive continued support for two years after they achieve proficiency on the NYSESLAT. These students are invited to attend all intervention programs, before and after school, that would enhance their academic and language skills. These students are participants in tutorial extended day that is mandated for proficient ELLs by AIS providers, ESL providers and classroom teachers. Former ELLs are also placed in classes that are serviced by push-in ESL teachers so that they can continue to receive language help if needed. Test accommodations for former ELLs include time extension, separate location and a third reading of the listening selection for the NYS ELA Exam.
- 7) Thus far, the programs in place at P.S. 143 have proven successful in improving students academic skills and language development. To increase student achievement, we will be analyzing the results of the NYSESLAT 2009 utilizing the Interactive NYSESLAT Calculator (Calsoda.com) to enhance the instruction provided to our ELL population. In addition, we will be implementing Aha! Math, Aha! Science, Headsprout Reading Comprehension and Imagine Learning for Comprehension.
- 8) At this time, no programs serving our ELL population will be discontinued. NYSESLAT and in-house diagnostic tests will be reviewed to determine the needs of ELL students and the continuation and revision of programs.
- 9) All school programs offered to non-ELL students are also offered to ELL students. These include Saturday Language Academy for ELLs, Before and After School Remedial Programs and Fine Arts Programs such as Art, Music, Dance and Ballroom Dancing which are afforded to the entire school population.
- 10) To provide support and strengthen instruction for our ELL population, we have implemented the following programs: Morning program focusing on reading and language acquisition, Extended Day Program focusing on language development acquisition through literacy and a Saturday Language Academy for ELLs focusing on language development and acquisition through the use of literacy and technology. Additional support is provided by push-in ESL/AIS teachers. The 37-1/2 minute period tutorial is also available for the ELL population students. The following technology programs are utilized: Imaging Learning (English, Spanish, Chinese), Rosetta Stone, Dual Language Libraries and Curriculum Mapping in Science and Social Studies.
- 11) Our TBE classes offer 45-minutes per day of native language arts instruction using the TCRWP workshop model in the students' native tongue. Students spend about forty percent of their time

in English language development with instruction in their native language starting at sixty percent. English language instruction will increase throughout the school year while the Spanish language will decrease proportionally. Language instruction is also differentiated according to the individual students' level of proficiency. Our Dual Language classes will serve both language minority and language majority students in the same classrooms. Fifty percent of the students will come from each language group. Students will be instructed in both languages according to the side by side model alternating days of instruction in the targeted language from the beginning of the school year. The goal of this program is for students to achieve mastery of all subject areas in both languages (Spanish and English). Native language support may be given in Free Standing ESL programs in a variety of ways. Native language libraries and textbooks are available for ELLs who require their support. Technology based programs such as Imagine Learning and Rosetta Stone also offer native language support. In addition, classroom and support teachers may give native language support to individual students on a case by case basis.

- 12) All required support services and resources for ELLs are determined by grade level, NYSESLAT scores, linguistic needs and total time in this country. AIS providers also support students according to their individual needs. Student peers provide assistance to students who speak the same language when possible.
- 13) Parents of newcomers are invited to the Jump Start Program before the beginning of the school year. The goal of this program is for parents of newly enrolled ELLs and the students themselves to become familiar with the program options and the staff member. Students are invited to the Summer Enrichment for ELLs to enhance language acquisition.

Schools with Dual Language Programs

- 1) EPs and ELLs will receive the same amount of instructional time in the target language based on the side by side model of instruction of the Dual Language classes. This model consists of fifty percent of Spanish instruction and fifty percent of English instruction.
- 2) EPs and ELLs are integrated throughout the entire school day and year. All content areas are integrated within the daily instruction schedule so that EPs and ELLs are acquiring both simultaneously.
- 3) In the side-by-side model, two groups of students receive instruction from two teachers – a Spanish language teacher and an English Language teacher. Each class alternates teachers who use a specific language of instruction for the entire school day. For example, group A will receive instruction in English from the English language teachers in his/her classroom while group B will receive instruction in Spanish from the Spanish language teacher in his/her room. The next day, group A and B will switch. Through this model, each group alternates English and Spanish days. All content areas are taught in both languages on alternate days.
- 4) The side-by-side Dual Language model is being used in our school.
- 5) In the Dual Language program, both languages are taught simultaneously to each class.

Professional Development and Support for School Staff

- 1) Professional development is an ongoing endeavor for all ELL personnel and is provided throughout the school year by district officials, Principal, Assistant Principals and Coaches. ELL teachers are invited to attend professional development offered by other educational organizations. These teachers would then turnkey to other school personnel. Curriculum mapping for ELLs training is also implemented for all ELL personnel. All teachers, including Common Branch and Special Education Teachers, receive professional development during monthly Faculty Conferences and Grade Conferences. In addition, Common Branch and Special Education Teachers receive professional development during common planning periods held once a week. Grade Leaders in all grades turnkey training received at internal and external professional development workshops to teachers on their grades. School secretaries attend workshops and receive professional development and support from the ISC as well as the Office of ELLs. Paraprofessionals attend professional development days in November and June as well as ongoing in-house professional development. The Parent Coordinator

receives professional development during monthly Faculty Conferences and various committee meetings such as Academic Intervention Team, Pupil Personnel Team and Registration Team.

- 2) Our guidance department provides orientation for our ELLs who are being promoted to middle school. Depending on the need of individual students, guidance personnel will provide private counseling to students being promoted to middle school. Our bilingual Guidance Counselor does parent outreach throughout the school year to aid families with this transition. The Parent Coordinator also gives workshops on school choices available to children.
- 3) All staff receive 7.5 hours of ELL training during the current school year in-house and from outside organizations.

Parental Involvement

- 1) Parent involvement is crucial for English Language Learners to achieve proficiency in the English Language. All information and notifications are provided to parents in their home language. Accommodations for other students who speak other languages are made available as needed. Workshops are offered to provide parents with assistance to ensure their child's social and academic success. The Parent Coordinator offers a variety of workshops. These workshops provide parents with an overview of the ELA, Math, NYSESLAT and Science Test. During the workshops, parents learn how to help their children prepare for these tests and gain an understanding of the purpose of these tests. English As A Second Language workshops are also offered in which parents are given the opportunity to learn how to read, write and speak the English language. Homework Club is also offered five days a week and parents are instructed on how to help their children with their school assignments. Every month parents are able to attend four workshops on different topics related to their child's education. The school's nurse offers a variety of workshops on how to care for children with asthma; she also provides instruction on proper children's hygiene. Family nights will take place throughout the school year. The school works closely with parents and offers a variety of activities that foster parent participation. We also provide parents with an opportunity to meet the administration of the school which includes the Principal, Assistant Principals, Guidance Counselors, Coaches and Coordinators.
- 2) The Parent Coordinator acts as a liaison to community-based organizations servicing the parents of P.S. 143 including parents of current and former ELLs. Workshops are provided to parents by representatives from Children's Health Plus, Fresh Air Fund, etc. The Parent Coordinator also hosts the Homework Help Program every day after school. The purpose of this program is to strengthen parents' abilities to support the academic and linguistic needs of their children. Parents experience the school's academic programs and curriculum to better support students' needs at home. The school nurse coordinates workshops addressing the health and well being of students such as dental hygiene, swine flu prevention, asthma, eye care and other health concerns. In addition, the Parents Association President works closely with parents to provide life skills workshops provided by local businesses.
- 3) Parental needs are reviewed and evaluated by means of a parent survey given by the Parent Coordinator. Issues, needs and concerns are then communicated to the school administration who will take these into consideration when planning future schoolwide events and activities. The School Leadership Team, which includes parent representatives, communicate issues and concerns with school staff on an ongoing basis.

- 4) Parental involvement activities are derived from the results of parent surveys. The activities are closely designed to align with the needs expressed in the parent survey. For example, the Parent Coordinator sponsors a Homework Help workshop to teach the parents how to assist the children with homework.

Part IV: Assessment Analysis

- 1) Our school uses the following tools to assess the early literacy skills of students in the early childhood grades:
 - ECLAS – this assessment is administered in Kindergarten through third grade. It is designed to show educators how children progress and what literacy skills need further instruction.
 - EL SOL – this assessment is given in Spanish to students in Bilingual and Dual Language classes in K-3.
 - EPAL – EPAL is a complimentary assessment used in conjunction with ECLAS-2 to assess students’ writing in response to literature
 - Fountas and Pinnell – Running Records are maintained in grades K-5. Teachers monitor their students’ reading level through the use of this assessment.
 - TCRWP – teachers conference periodically with students concerning all literacy skills in reading and writing and maintain ongoing conference records for each student.

These assessments are consistent with the New York State English As A Second Language Achievement Test. They show that ELLs have less mastery of reading and writing skills. Emphasis is placed on decoding and comprehension skills. The school’s instructional plan is based on the results of all assessments using differentiated instruction as the main focus of planning.

- 2) The data pattern with regards to the students’ NYSESLAT scores, across proficiency levels and grades show distinct patterns and fluctuations. Data for Kindergarten and first grade show that most ELL students proficiency levels fall within the Beginner and Intermediate range with very few scoring at the Advanced level. Data for second grade students shows about half of the ELLs scoring at the Beginner and Intermediate levels and half scoring at the Advanced level with more students scoring at the Advanced level than either the Beginner or Intermediate levels in isolation. This shows that students in the early grades are rapidly making proficiency gains. Data for third and fourth grades show about the same number as second grade with proficiency gains leveling off showing that at these grades levels less students are advancing in their proficiency levels. Data for fifth grade shows that the number of students scoring at the Intermediate and Advanced levels stay about the same while there are less students scoring at the Beginner level. This shows that there is more advancement across proficiency levels between fourth and fifth grade than between third and fourth grades with less students scoring at the beginner level than in any other grade.
- 3) Patterns across NYSESLAT modalities will affect instructional decisions in several instances. Differentiation of instruction for ELLs will be based on what modalities students need the most support in. ELLs who have achieved proficiency or are close to proficient levels in the Listening and Speaking Modalities would benefit from added support in Reading and Writing. This support can be in the form of differentiation within the class through additional strategy lessons; AIS; participation in Morning, After School or Saturday Language Academy for ELLs; remedial reading programs such as Wilson; additional help during extended day. Intra-class groupings according to

the modalities will also help to differentiate instruction for ELLs.

- 4a) NYS ELA – Assessment results for ELLs who took the NYS ELA exam show that the majority of these students scored at levels 2 and 3 across grades 3, 4 and 5. Only one student in the third grade scored at a level 4, therefore, instructional implications may be to focus on moving level 3 students.

NYS Math – Assessment results for ELLs who took the NYS Math exam show that a majority of students scored at a level 3 across the grades while taking the test in English. It also shows that a majority of the students who took the test in their native language (Spanish) also scored at a level 3 as well.

NYS Science – Assessment results for ELLs who took the NYS Science exam in fourth grade show that a majority of the students scored at a level 3 while taking the test in English. It also shows that the students who took the test in their native language (Spanish) scored at a pretty even distribution of levels from 1 to 4. This indicates that taking the test in their native language did not have as much effect on the Science test as on the Math test.

NYS Social Studies – Assessment results for ELLs who took that NYS Social Studies exam in the fifth grade show that a great majority of the students scored at levels 3 and 4 while taking the test in English. There is a pretty even distribution of scores from levels 1 through 3 of students who took the test in their native language, however, this may be inconclusive since these children may not have been exposed to the Social Studies curriculum in previous grades.

- 4b) School leadership and teachers are using the results of the ELL Periodic Assessments to differentiate instruction and form subgroups of students who may need more intensive instruction on specific modalities. Identifying the specific needs of these students will help them to receive more specific instruction rather than receiving instruction on modalities that they have already mastered.
- 4c) Data analysis of ELL Periodic Assessment results reveal significant strengths and deficiencies of ELL students. Specifically, ELL students in general require remediation in reading comprehension and show progress in literacy skills.
- 5a) English proficient (EP) students in Dual Language Programs are assessed in their second language (Spanish) through the EL SOL (El Sisema De Observacion De La Lecto – Escrita), conference notes in the different content areas, running records, on demand writing and teacher observations.
- 5b) The level of language proficiency in the second language (Spanish) for EPs is between Beginner and Intermediate throughout grades K through 2.
- 5c) Currently, our Dual Language program encompasses grades K through 2, therefore, they have not yet taken any State or City Assessments.
- 6) The success of our ELL program (TBE, DL and Free Standing ESL) is evaluated by reviewing the data collected by using a variety of formal and informal assessments. The formal assessments include the following: LAB-R, NYSESLAT, ECLAS, EL SOL, ELE, NYS ELA, NYS Math, NYS Science and NYS Social Studies. Informal assessments include, but are not

limited to, the following: conference notes in the different content areas, running records, on demand writing and teacher observations.

**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 24	School P.S. 143Q
Principal Sheila S.-Gorski	Assistant Principal A. Rodriguez/A. Petrocelli
Coach	Coach
Teacher/Subject Area Yvette Rodriguez	Guidance Counselor
Teacher/Subject Area Jorge Silva	Parent
Teacher/Subject Area Maria Frias	Parent Coordinator Evelyn Roldan
Related Service Provider	SAF
Network Leader	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	18	Number of Certified Bilingual Teachers	13	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	66

C. School Demographics

Total Number of Students in School	1414	Total Number of ELLs	555	ELLs as Share of Total Student Population (%)	39.25%
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Part II: ELL Identification Process

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

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

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

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

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%)	1			1						2
Dual Language (50% 50%)	2	2	2							6
Freestanding ESL										
Self-Contained	2	2	2							6
Push-In	1	2	5	6	4	4				22
Total	6	6	9	7	4	4	0	0	0	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	555	Newcomers (ELLs receiving service 0-3 years)	447	Special Education	75
SIFE	0	ELLs receiving service 4-6 years	108	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	47	0	0							47

Dual Language	45	0	0							45
ESL	382	0	48	81		27				463
Total	474	0	48	81	0	27	0	0	0	555

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	25			22						47
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	25	0	0	22	0	0	0	0	0	47

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	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	16	34	18	19	11	36													45	89
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	16	34	18	19	11	36	0	45	89											

Programming and Scheduling Information

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

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.

NLA Usage/Support	TBE
100%	/
75%	
50%	
25%	
NLA Usage/Support	Dual Language
100%	/
75%	
50%	
25%	
NLA Usage/Support	Freestanding ESL
100%	/

75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)		23	17	18	11	2				71

Intermediate(I)		24	34	54	19	18				149
Advanced (A)		4	53	46	56	54				213
Total	0	51	104	118	86	74	0	0	0	433

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B		2	5	5	6	1			
	I		27	7	5	3	2			
	A		15	56	31	27	12			
	P		8	37	77	50	59			
READING / WRITING	B		22	16	18	11	2			
	I		21	34	54	19	18			
	A		4	40	45	55	54			
	P		4	14	1	1	0			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	43	39	1	93
4	4	27	53	0	84
5	6	31	28	0	65
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	1	18	1	122	8	2	1	156
4	2	2	6	0	47	6	18	9	90
5	4	2	13	3	37	5	9	0	73
6									0
7									0
8									0

NYSAA Bilingual Spe Ed									0
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NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	12	4	12	3	31	6	22	2	92
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	29	3	10	2	86	5	63	0	198
8									0
NYSAA Bilingual Spe Ed									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	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

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)
Anthony Petrocelli / Adis Rodriguez	Assistant Principal		
Evelyn Roldan	Parent Coordinator		
Jorge Silva	ESL Teacher		
	Parent		
Alma DeLucia	Teacher/Subject Area		

Maria Frias	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		
Yvette Rodriguez	Bilingual/ESL Coordinator		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Rev. 10/7/09

Attachment #2

School Parent Involvement Policy

THE LOUIS ARMSTRONG ELEMENTARY SCHOOL

**P.S. 143Q
34-74 113th Street
Corona, N.Y. 11368
Telephone: 718-429-5700
Fax: 718-478-8306**

Assistant Principals

**Adis Rodriguez
Salil Paingankar**

Assistant Principals

**Seth Berger, I.A.
Anthony J. Petrocelli, I.A.**

Principal

Sheila S.-Gorski

School Parent Involvement Policy

I. General Expectations

P.S. 143 agrees to implement the following statutory requirements:

- The school has implemented programs, activities and procedures for the involvement of parents, consistent with section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures are planned and operated in meaningful consultation with parents.
- The school ensures that the required school-level parental involvement policy meets the requirements of section 1118(a)(2) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(a)(2) of the ESEA.
- The school is incorporating this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, the school provides 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 a comprehensible and uniform format, including alternative formats upon request, and, to the extent practicable.
- 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 are spent.
- The school is governed by the following statutory definition of parental involvement, and carries 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, 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;
 - 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. 143Q takes the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Parent Workshops
 - ESL Lessons
 - Family Literacy Programs
 - Saturday classes
 - Test preparation
 - Parenting skills
 - Health issues
 - Building reading skills
 - Parent-Teacher Conferences
 - ELL parent orientation meetings
 - Extracurricular activities for students and parents are offered on an ongoing basis
 - Parent Coordinator works closely with parents and helps them understand school policies
 - The Bilingual Coordinator provides ongoing parent meetings with parents on ways to help their children succeed
 - The IEP Team conferences with parents on a monthly basis to keep them informed of their educational progress
 - The Administration provides ongoing parent surveys for parental feedback
 - The Administration works closely with parents and offers a variety of activities that foster parent participation in the school

2. P.S. 143Q takes the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Keep parents informed of all school activities
 - Maintain records of attendance of all meetings, parent-teacher conferences and workshops for parents
 - Evaluate the effectiveness of parent workshops given by the Parent Coordinator
 - Translate all documents into parents' home language
 - Encourage staff to participate in school activities held after school

3. P.S. 143Q provides the following necessary technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Computer workshops
 - Surveys that measure parent satisfaction with translations and programs
 - Provide orientation workshops on health issues that allow parents to communicate with the school nurse and discuss the needs of their children
 - The Bilingual Coordinator provides translations for parents on a daily basis
 - The ASA Team provides support for students with disabilities
 - The Parent Coordinator provides English lessons for parents
 - All staff members provide a welcoming environment for parents in an effort to maintain a positive relationship with the school community

4. P.S. 143Q coordinates and integrates Title I parental involvement strategies under the following programs: Reading First and parent volunteers:
 - Reading First – Reading First Coaches provide workshops for parents during the school year to assure that parents know how to help their children in school
 - Parent volunteers support the school during various school-wide activities

5. P.S. 143Q will take the following actions to conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers that prevent parents from greater participation in school activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency or have limited literacy skills. The school uses the findings of the evaluation to design strategies and activities that attract more effective parental involvement.
 - Parent surveys will help us determine the changes that need to be made in order to increase parental involvement. The Administration communicates with parents via a monthly newsletter.

6. P.S. 143Q is committed to building strong parental involvement to improve student academic achievement through the following activities specifically described below:
 - a. The school facilitates the parental understanding of the following topics:
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators by providing ongoing assessments, monitoring every child’s progress and using assessments to scaffold lessons and differentiate instruction
 - b. The school provides materials and training to assist parents as they support their children’s academic achievement
 - c. The school community and parents will work as equal partners to foster student achievement
 - d. The school will coordinate and integrate parental involvement programs such as Headsprout, Reading First, Imagine Learning English, Rosetta Stone, Study Island, Renzulli, Acuity and other programs to address literacy math and content area standards.
 - e. The school takes the following actions to ensure that information is sent to parents in a comprehensible understandable and uniform format, including alternative formats upon request. The Parent Coordinator will conduct ongoing meetings with parents that will address a variety of school topics.

III. Discretionary School Parental Involvement Policy Components

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

- providing necessary literacy training for parents from Title I, Part A funds;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a various times, or conducting in-home conferences between teachers or other educators;
- adopting and implementing model approaches to improve parental involvement;
- developing appropriate roles for community-based organizations and businesses, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.
- involving parents in all extracurricular school activities
- involving parents in all school trips and school plays
- parents communication to other parents about the importance of school involvement
- involving parents in the development of all surveys and school activities

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a parents needs assessment survey. This policy was adopted by P.S. 143Q on June 12, 2007 and will be in effect for the period of September 2009 – June 2010. The school will, once again, distribute this policy to all parents of participating Title I, Part A children on or before September 20, 2009.

Attachment #3

School-Parent Compact

THE LOUIS ARMSTRONG ELEMENTARY SCHOOL

**P.S. 143Q
34-74 113th Street
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Telephone: 718-429-5700
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**Seth Berger, I.A.
Anthony J. Petrocelli, I.A.**

Principal

Sheila S.-Gorski

School-Parent Compact

P.S. 143Q and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff and the students share the responsibility for improved student academic achievement and the means by which the school and parents build and develop a partnership that helps children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 143Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards by providing staff development to all staff and by hiring highly-qualified teachers
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall of 2009 and spring of 2010.
3. Provide parents with frequent reports on their children's progress. Specifically, the school provides reports as follows: Report Cards are distributed to parents in November, March and June.
4. Provide parents reasonable access to staff. Specifically, staff is available for consultation with parents as follows: Meet the Teacher and Meet the Administration Night yearly during the fall semester, Parent-Teacher Conferences in the fall and spring and parent conferences during teacher preparation periods.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows: Open School Week and parent volunteers.

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

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

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

- Complete our homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Immediately give all notices and information received from the school to our parents/guardians.
- Obey school policy
- Wear our school uniform on a daily basis.
- Follow the discipline code.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE