



**EMANUEL KAPLAN SCHOOL
PS 229**

2009-10

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 24Q229
ADDRESS: 67-25 51ST RD. WOODSIDE, NY 11377
TELEPHONE: 718-446-2120
FAX: 718-672-3117

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 229 **SCHOOL NAME:** Emanuel Kaplan School

SCHOOL ADDRESS: 67-25 51st Rd. Woodside, NY 11377

SCHOOL TELEPHONE: 718-446-2120 **FAX:** 718-672-3117

SCHOOL CONTACT PERSON: Gina Mascia **EMAIL ADDRESS:** GMascia@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joyce Woesthoff

PRINCIPAL: Sibylle Ajwani

UFT CHAPTER LEADER: Janet Frey

PARENTS' ASSOCIATION PRESIDENT: Michelle Vera

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 **SSO NAME:** ICI

SSO NETWORK LEADER: Audrey Murphy

SUPERINTENDENT: Madeline Taub-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
Sibylle Ajwani	*Principal	
Janet Frey	*UFT Chapter Chairperson	
Evelyn Vera	*PTA President/Parent Grade 2	
Maria Vallecillo Centeno	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Joyce Woesthoff	Member/Chairperson/AP	
Irena Zalot	Member/Parent Grade 1	
Michelle Cinnamo	Member/Parent Grade 2	
Ernest Cuoco	Member/Parent Grades 4 and 6	
Roberta Cuoco	Member/Parent Grade 4 and 6	
Chery Daniels	Member/Teacher PK	
Marge Kolb	Member/Parent Grade 3	
Mariann Moore	Member/Teacher Grade 2	
Joe Turzo	Member/Teacher Grade 6	

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 229 Queens, Emanuel Kaplan School, in District 24 is a Pre- Kindergarten to sixth grade barrier free school in Woodside. This school prides itself on its inclusive school climate, welcoming all special needs, diverse populations, accelerated and general education students. Classes are organized heterogeneously except for accelerated classes on grades three, four, five and six. Students in grade six departmentalize for literacy, mathematics and science in preparation for life as middle school students.

This school is well practiced in differentiating instruction and has a large menu of academic interventions. This school has over eight Inquiry Teams that constantly research and implement the best learning strategies. This school has been designated as an East coast demonstration site for its implementation of *Headsprout* (a computer literacy program) and teaches computer skills and literacy to all students. P.S. 229 has been a Teacher's College Project School for the last eight years and the practices of readers and writers workshop are deeply embedded throughout the school. The school has three skilled coaches for additional support from within the school.

In addition to its cluster programs in art, music and dance this school offers many additional opportunities for students in the arts through residencies with Midori Music, Ballet Hispanico, American Ballroom Theater, Theater for a New Audience, early childhood recorder program and photography through the Magic Box Productions.

The school has several after school programs Maspeth Town Hall and Afterschool Y. Maspeth Town Hall is sponsored by OST and offers programs in the arts, sports, academics and homework tutorials. The program is in effect five days a week until 5:30 p.m., holidays and vacations. Afterschool Y services approximately fifty students and is sponsored by the YMCA and DOE. There is also an extended day program offered to at risk English Language Learners. For parents of English Language Learners there are morning English classes.

P.S. 229 participates annually in The Empire State Games for the Physically Challenged which involves a weekend trip for students with volunteer staff and requires several thousand dollars of fund raising. This school has an exceptionally large support staff to service its large special needs population.

The school has a large recycling program and is the recipient of The Golden Apple Award for *Cleanest School in New York City* and is the borough wide winner of The Golden Shovel Award. This school won the Citywide and Borough award for TrashMasters! Team Up to Clean Up Award for 2009 and has won first prize for three years in a row. Another initiative has been to increase fitness with "Get Fit Fridays" a school wide exercise program and

changing the lunch room configuration to increase the utilization of our cafeteria/gym for physical education with a licensed physical fitness teacher.

The school's website: <HTTP://TINYURL.COM/2NON2P> is active and continuously updated with current information for students, parents and staff. P.S. 229 has an elected Student Leadership Committee consisting of presidents and vice presidents of grades three through six that are offered a vehicle to voice their opinions and concerns. They also perform services for the betterment of the school.

The school has a chess club, a video and yearbook club and a K-Kids club sponsored in part by the Kiwanis club.

The school's PTA is active and highly effective working in conjunction with the School Leadership Team and school's administration. P.S. 229 is proud of its large fund raising for UNICEF, St. Jude's Hospital, New York Blood Center, American Cancer Society and other charities.

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. 229 Emanuel Kaplan						
District:	24	DBN:	24Q229	School BEDS Code:	342400010229		
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	71	70	72		94.7	94.9	TBD
Kindergarten	159	184	200	Student Stability - % of Enrollment:			
Grade 1	150	174	184	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	168	148	179		92.7	92.1	TBD
Grade 3	146	151	179	Poverty Rate - % of Enrollment:			
Grade 4	189	151	179	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	162	191	152		49.4	51.3	50.3
Grade 6	159	157	188	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		9	2	TBD
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		19	20	23
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	31	36	21	(As of October 31)	2006-07	2007-08	2008-09
Total	1235	1284	1327		19	20	23
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	89	86	76	Principal Suspensions	4	3	TBD
# in Collaborative Team Teaching (CTT) Classes	48	50	68	Superintendent Suspensions	2	3	TBD
Number all others	53	59	63	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0		81	91	93
# receiving ESL services only	174	164	145	Number of Teachers	81	91	93

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	26	35	32	Number of Administrators and Other Professionals	11	44	41
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	7	5
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<i>(As of October 31)</i>				% fully licensed & permanently assigned to this school	100.0	100.0	100.0
	1	2	0	% more than 2 years teaching in this school	79.0	81.3	75.3
				% more than 5 years teaching anywhere	67.9	59.3	60.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09		95.0	95.0	90.0
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.4	100.0	99.2
Black or African American	2.8	2.9	2.2				
Hispanic or Latino	37.6	37.7	38.2				
Asian or Native Hawaiian/Other Pacific Isl.	30.0	31.5	32.5				
White	29.6	27.9	26.6				
Male	51.7	50.2	51.1				
Female	48.3	49.8	48.9				
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 ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
				Elementary/Middle Level		Secondary Level	
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	TBD	Overall Evaluation:		TBD			
Overall Score:	TBD	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				TBD	
School Environment:	TBD	Quality Statement 2: Plan and Set Goals				TBD	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals				TBD	
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals				TBD	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise				TBD	
Student Progress:	TBD						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	TBD						
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

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

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

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

What student performance trends can you identify?

TWO-YEAR PERFORMANCE TRENDS

Data source: Comparison of Accountability Status Report from 2007-2008

ELA Performance Trends: This year, all student groups (7 out of 7) made AYP in ELA , as they did last year as well. Due to careful monitoring , the participation rate increased from 99% students tested to 100%. There was no need to qualify for the Safe Harbor Target for both years. Continued analysis of ELA data through Inquiry Team, Acuity, ARIS, NYSTART itemized analysis, and the Progress Report will take place in order to maintain this positive trend.

Math Performance Trends: This year, all student groups (7 out of 7) made AYP in Mathematics as they did last year as well. Due to careful monitoring, the participation rate remained stable at 100% participation for both years. Clerical details were checked continuously on NYSTART to be sure there were no errors. Continued analysis of Mathematics data through Inquiry Team, Acuity, ARIS, NYSTART itemized analysis and the Progress Report will take place to maintain a positive trend.

Science Performance Trends: This year as well as last year, all student groups (1 out of 1) made AYP in Science. Regarding **participation**, while the criterion was met, there was a 100% "Percentage Tested," which remained stable the past two years. Continued analysis of Science data will take place in order to maintain this positive trend.

Data source: Two-Year Trends Analysis of ELA Performance Disaggregated by Grade

THIRD GRADE – ALL TESTED STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS				
Year	Total # Tested	Level 2 - 4	Level 3 - 4	Level 4
2008	172	96%	74%	9%
2009	148	95%	71%	8%
FOURTH GRADE – ALL TESTED STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS				
Year	Total # Tested	Level 2 - 4	Level 3 - 4	Level 4
2008	138	97%	73%	9%
2009	173	97%	80%	9%
FIFTH GRADE – ALL TESTED STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS				
Year	Total # Tested	Level 2 - 4	Level 3 - 4	Level 4
2008	182	98%	87%	12%
2009	150	100%	84%	13%
SIXTH GRADE – ALL TESTED STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS				
Year	Total # Tested	Level 2 - 4	Level 3 - 4	Level 4
2008	154	99%	75%	3%
2009	186	100%	90%	25%

Total School Trends: Over a two-year period from 2008-2009 a percentage of third grade students achieving a level 2-4 decreased 1% (-1) from 96% to 95%, while the percentage of fourth grade students achieving a level 2-4 remained the same. The percentage of fifth grade students achieving a level 2-4 increased from 98% to 100% (+2) while the percentage of sixth grade students achieving a level 2-4 increased 1% (+1) from 99% to 100%. The greatest gains were made in achieving a level 4 with an increase from 3% to 25%. Overall, over a two-year period from 2008-2009, the percentage of all tested students in grades 3-6 achieving a level 2-4 increased 1%(+1). Continued analysis of ELA data through Inquiry Team, Acuity, ARIS, and the Progress Report, will take place in order to maintain this positive trend. Additionally, students scoring at levels 1 and 2 will receive targeted instructional activities that address their specific needs.

Data source: Two-Year Trends Analysis of Math Performance Disaggregated by Grade

THIRD GRADE – ALL TESTED STUDENTS MATH PERFORMANCE ON STATE ASSESSMENTS				
Year	Total # Tested	Level 2 - 4	Level 3 - 4	Level 4
2008	176	98%	93%	30%
2009	153	99%	93%	29%
FOURTH GRADE – ALL TESTED STUDENTS MATH PERFORMANCE ON STATE ASSESSMENTS				
Year	Total # Tested	Level 2 - 4	Level 3 - 4	Level 4
2008	144	99%	92%	40%
2009	180	98%	91%	48%
FIFTH GRADE – ALL TESTED STUDENTS MATH PERFORMANCE ON STATE ASSESSMENTS				
Year	Total # Tested	Level 2 - 4	Level 3 - 4	Level 4
2008	187	98%	90%	44%
2009	156	99%	93%	51%
SIXTH GRADE – ALL TESTED STUDENTS MATH PERFORMANCE ON STATE ASSESSMENTS				
Year	Total # Tested	Level 2 - 4	Level 3 - 4	Level 4
2008	158	98%	90%	52%
2009	189	99%	94%	48%

Total School Trends: Over a two-year period from 2008– 2009, the percentage of third grade students receiving a level 2-4 increased 1%(+1) from 98% to 99%,while the percentage of fourth grade students achieving a level 2-4 decreased from 99 to 98%. The percentage of fifth grade students achieving a level 2-4 increased 1%(+1) from 98% to 99%, while the percentage of sixth grade students achieving a level 2-4 increased 1 (+1)from 98% to 99 % Overall, over a two-year period from 2008-2009, the percentage of all tested students in grades 3-6 achieving a level 2-4 increased 1%. Continued analysis of Mathematics data through Inquiry Team, Acuity, ARIS, and the Progress Report, will take place in order to maintain this positive trend. Additionally, students scoring at levels 1 and 2 will receive targeted instructional activities that address their specific needs.

Data source: Two-Year Trends Analysis of Fourth Grade Science Performance

FOURTH GRADE – ALL TESTED STUDENTS SCIENCE PERFORMANCE ON STATE ASSESSMENTS				
Year	Total # Tested	Level 2 - 4	Level 3 - 4	Level 4
2008	145	99%	82%	28%
2009	177	94%	86%	49%

Fourth Grade Trends: Over a two-year period from 2008– 2009,percentage of fourth grade students achieving a level 2-4 decreased 5% (-5) from 99% to 94% while the percentage of students achieving a level 4 increased) from 28% to 49 % The percentage of students achieving a level 3-4 increased 4(+4) from 82% to 86%. An analysis of these trends indicates that the increase in students achieving a level 4 is significant. This positive trend in student achievement will be maintained by continuing activities and lessons that strengthen the skills of students scoring at levels 3 and 4 to ensure that the increase in level 4 students continues. Additionally, students scoring at levels 1 and 2 will receive targeted instructional activities that address their specific needs.

Data Source: Two-Year Trends Analysis of Fifth Grade Social Studies Performance

FIFTH GRADE – ALL TESTED STUDNETS SOCIAL STUDIES PERFORMANCE ON STATE ASSESSMENTS					
Year	Total # Tested	Level 1	Level 2	Level 3	Level 4
2008	193	7%	6%	43%	44%
2009	148	3%	7%	41%	50%

Fifth Grade Trends: Over a two-year period from 2008 2009, the percentage of fifth grade students achieving a level 3 decrease 2% (-2)) from 43% to 41%, while the percentage of students achieving a level 4 increased 6% (+6)) from 44% to 50%. The percentage of students achieving a level 1 decreased 4% (-4) from 7% to 3%, while the percentage of students achieving a level 2 increased 1% (+1) from 6% to 7%. An analysis of these trends indicates that the increase in students achieving a level 1 is significant. This negative trend in student achievement will be halted by implementing activities and lessons that target the level 1 student’s needs, while the positive trend of students achieving level 3 will be maintained by continuing activities and lessons that strengthen their skills. Additionally, continued analysis of Social Studies data will take place in order to strengthen and maintain positive trends.

What have been the greatest accomplishments over the last couple of years?

As indicated in the Quality Review, PS229's greatest accomplishments are that the school is organized in an effective and meaningful way, holding all to high expectations. With an A on our progress report, we significantly raised the bar on our school’s performance in ELA and Math. Teachers work together

collaboratively in order to analyze the various data sources and consistently use it to inform and design instruction.

As a result, our school has made great progress in addressing the issues identified for improvement in the previous Quality Review. We have put in place a school government which addresses the concerns of our student population. We have representatives from all grades, and discussions on how we can improve our school. We have an attendance plan which our guidance department and parent coordinator work simultaneously to correct the tardiness and absenteeism of our students. As our staff continues to have a deeper understanding of interpreting data, they have become more adept in their ability to identify students' strengths and weaknesses. Through the citywide use of Acuity, we are able to track new student's performances from their last year's scores. We have also implemented Scantron, to be used in our computer labs as another piece of data. This has helped us create our AIS, ELL, extended day, summer school, and after school programs. We had our 3rd, 4th, 5th and 6th grade students achieve a 90% on levels 3 and 4 NYS Math Exam. With the creation of ARIS, we are able to group our students more effectively in math and science

Additionally, we have reduced class size classrooms up to and including grade three, and have hired more staff. We have additional AIS, ELL and guidance staff members. We have a weekly ELL parent workshop which enthusiastically hosts many newcomers. We have created an IGC class for our present third grade based on the mayor's wish for an enhanced IGC program in schools. We have also created CTT cluster to enable our IEP students to have a second teacher in the classroom at all times.

The Inquiry Team has become many Inquiry Teams with 90% of our staff participating and collaboratively working on their students weaknesses. During the 2007-2008 school year we had one Inquiry Team focusing on fifth graders. Twenty five students were identified as at least two years below grade level. Based on the intense work of our inquiry team, seventeen students made at least 1-1/2 years growth, and five others made at least one year of progress. During the 2008-2009 school year, an upper grade team focused on ELL learners struggling in writing. A second lower grade team targeted phonemic awareness. Those two teams, along with others one EACH grade level had most of the professional community working on inquiry process. In our current school year we have one to two teams on each grade level.

What are the most significant aids or barriers to the schools continuous improvement?

All of the following statements are identified and addressed in our 2007-2008 Quality Review Report.

AIDS to continuous improvement:

There have been several significant aids to our school improvement. One continuous aid to our school improvement is our *inquiry team*. grade level. The information gained on through these teams is used school wide to help teachers improve instruction for these skills. This year (2009), we are meeting once a week with our inquiry teams to discuss the progress made. At least one of our teams will focus on our IGC students.

School staff is supportive and works well as a team. Through grade meetings, professional development, lunch time meetings, and time planning our teachers/staff are strong and an essential part of our school's success. Evidence of this is our Quality Review Status, Our Progress Report Grade, Accountability Status and Environmentally survey. Additional evidence is staff support, attendance and participation in all school events such as Character Day, Christmas and End Term Parties, Science Fair, Recycling Program, Math Night, Professional Development Opportunities, and Curriculum Planning. This holds true for our PTA as well. They are very active and visible in the school building. They sponsor events such as class pictures, The Pumpkin Patch, Assemblies, 6th Grade Picnic, and have increased attendance at PTA meetings.

SLT is active and well functioning. The School Leadership Team has been very effective with school policies and new initiatives for the building. Our Uniform policy is in its second year and we continue to be very successful.

Continuous **support from local Councilmen** with generous RESO A allocations. Due to these allocations we have been able to acquire new computers for both of our computer labs. We are also currently under construction as we build a new state of the art Library for our building.

BARRIERS to continuous improvement:

Budgetary Limitations We are not able to hire additional staff for extra core subjects or enrichment programs. Our cluster positions are limited which means we only have one full time Gym teacher and one science cluster teacher. A school this large would benefit from at least 2 more physical education staff members and science teachers. Professional Development would also benefit from additional staff members who could cover teachers to attend meetings in and outside of the school building.

Lack of Space. We do not have space for art rooms, science labs, music rooms, or a teacher's lounge. We have a large population of SWD's who would also benefit from more space so they could be in a larger classroom. Our school would benefit from an additional computer lab or two to ensure all grades have sufficient time for the technology curriculum.

SECTION V: ANNUAL SCHOOL GOALS

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

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

ANNUAL GOAL	DESCRIPTION
SMART GOAL: SPECIAL NEEDS/ELA – By June 2010 our special needs population will increase the number of students receiving a level 2 and 3 on the NYS ELA Exam by 10%.	After conducting our needs assessment the SLT discovered that our special needs students are exhibiting difficulty with reading skills. By concentrating on specific reading skills we will raise reading levels through inquiry team work.
SMART GOAL: ELL/ELA – By June 2010 our ELL population will increase the number of students receiving a level 2 and 3 on the NYS ELA Exam by 10%.	After conducting our needs assessment the SLT discovered that our ELL students are exhibiting difficulty with reading skills. By concentrating on specific reading skills we will raise reading levels through inquiry team work.
SMART GOAL: INQUIRY PROCESS – By June 2010 90% of all teachers will be involved in one or two inquiry teams involving targeted students from their classes.	As a result of the success of our previous inquiry teams we have decided to expand the culture of these teams by creating several teams on each grade level.
SMART GOAL: SCHOOLWIDE COMMUNICATION –Our staff, student and parent population will feel positively about the school’s communication with them as measured by a 60% response of agree or strongly agree on the 2009-2010 Learning Environment Survey.	As our staff and SLT analyzed the findings of the 2008-2009 Environmental Survey we found that only 44% of our student population felt that the school communicated effectively with them. This is below our schools expectations and we wish to increase this statistic by 15%.
SMART GOAL: PHYSICAL FITNESS – To improve our physical education program resulting in all students improving their Fitness Gram/Physical Best standards by 10% in May 2010.	After recognizing the difficulty of having our classroom teachers teach Gym and not meeting physical education requirements the SLT and staff determined the need to hire a licensed physical education teacher as well as remodel our school yard.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): SPECIAL NEEDS/ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 our special needs population will increase the number of students receiving a level 2 and 3 on the NYS ELA Exam by 10%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will use accountability tools to identify, analyze and keep track of student progress. • School's Inquiry Teams across grades will focus on sub skills, learning targets and June goals that are geared to improve reading. They will meet regularly each Thursday to plan and follow up on student progress. • 37 minutes will be used to give additional instruction and support to struggling students. • Differentiated instruction is ongoing during Reader's Workshop with small group and individual strategy lessons. • Long and short term goals will be monitored by teacher and communicated to student and parent. • Professional Development is ongoing throughout the year and Coaches will meet with teachers of targeted students to assist in applying strategies to improve outcomes of student progress. • Teachers participating in Option A will focus on goals to support the progress of their struggling students in reading.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • TL Children First Inquiry Teams • TL Children First Funding • TL Data Specialist • Title I ARRA SWP • TL FSF • C4E

Indicators of Interim Progress and/or Accomplishment

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

- 10% of our struggling special needs students in ELA (40 students are level 1 & 2) will improve in their NYS ELA Exam test scores in grades 4, 5, and 6 to a level 2 or 3.
- Meeting long and short term learning targets and goals.
- Teacher's Reading conference binder will document progress.
- Professional Development attended and work with coaches.
- Option A goals focus on reading goals with targeted population.
- Improvement in scores of Acuity predictive and customized ELA exams.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELL/ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 our ELL population will increase the number of students receiving a level 2 and 3 on the NYS ELA Exam by 10%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will use accountability tools such as Quickstart reports and NYSESLAT, etc. to identify, analyze and keep track of student progress. • School's Inquiry Teams across grades will focus on sub skills, learning targets and June goals that are geared to improve reading for ELL students. They will meet regularly each Thursday to plan and follow up on student progress. • 37 minutes will be used to give additional instruction and support to ESL students. • Additional after school instruction will be given for additional support to ESL students. • ESL, reading teachers and Learning Leaders will give additional instruction and support to students throughout regular school day. • Long and short term goals will be established and followed up on by teacher and communicated to student and parent. • Professional Development from ICI and other sources is ongoing throughout the year. • ESL teachers and coaches will meet with teachers of targeted students to assist in applying strategies to improve outcomes of student progress. • Teachers participating in Option A will focus on goals to support the progress of their ESL students in reading.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • TL Children First Inquiry Teams • TL Children First Funding • TL Data Specialist • Title III • Title I ARRA SWP • TL FSF • C4E
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 10% of our ESL students in ELA (48 students are level 1 & 2) will improve in their NYS ELA Exam test scores in grades 4, 5, and 6 to a level 2 or 3. • Meeting long and short term learning targets and goals. • Teacher's Reading conference binder and assessment sheets will document progress. • Professional Development attended and support from coaches and ESL teachers. • Option A goals focused on reading goals with targeted population. • Improvement in scores in Acuity predictive and customized ELA exams.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): INQUIRY PROCESS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 90% of all teachers will be involved in one or two inquiry teams involving targeted students from their classes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Inquiry team members will have a clear understanding of all accountability tools (i.e. Quality Review, Progress Report, Periodic Assessments, ARIS, TC online assessments, Quickstart reports) to make informed instructional decisions about targeted students. • 90% of teachers will demonstrate the use of action research to improve student outcomes. • Multiple school inquiry teams will be established to examine the unique learning challenges of a subpopulation of targeted students. • Specific student learning targets and long term goals will be established for students in ELA, math and one or more core subjects.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • TL Children First Inquiry Teams • TL Children First Funding • TL Data Specialist • TL FSF • Title I ARRA SWP & C4E

Indicators of Interim Progress and/or Accomplishment

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

- All teachers will use expanded data sources to develop a data tracking system (assessment binders, etc.) to improve student outcomes.
- The number of targeted students will increase.
- Students in the target populations of the inquiry teams will show accelerated progress in their content area and sub skill goal.
- Team collaboration will increase with the new SBO for weekly Thursday meetings. The Inquiry Teams will meet regularly to collect/analyze data, make instructional decisions, set goals for student learning and assess/benchmark progress toward June goals.
- All staff members will have access to use the accountability tools with purchase of the small Dells and new laptops.
- The establishment of our new PC lab will help facilitate the training in the use of accountability tools.
- The Inquiry Teams will continue to share their work with the larger school community.
- Option A will be used by a substantial number of tenured and non-tenured teachers using SMART goals to work toward Inquiry Team goals, school wide initiatives and individual teacher goals.
- Students will have goals that they can articulate and work towards.
- Parents will be apprised of the inquiry process and be aware of their children's academic goals through parent-teacher conferences, goal assessment sheets, ARIS, school website and newsletters.
- Implement system level changes recommended by inquiry teams.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): SCHOOLWIDE COMMUNICATION

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our staff, student and parent population will feel positively about the school’s communication with them as measured by a 60% response of agree or strongly agree on the 2009-2010 Learning Environment Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students will be given specific long term goals with differentiated learning targets in core subject areas based on formal assessments and teacher assessment. • Where appropriate student input will be asked with regard to specific needs. • Learning outcomes will be evaluated by teachers and discussed with students and parents. • Increased professional development for teachers, parents and students using the accountability tools – especially ARIS. • Teachers will create various ways to communicate goals to students and parents (such as use of planner, newsletters, email, letters, school website, etc.) with feedback on outcomes. • Increase amount of communication with parent and student regarding academic progress throughout the school year. • Increase the comfort level students feel about discussing issues with adults in our school by additional professional development for our staff to open lines of communication (especially with regard to grade six).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • TL Fair Student Funding • TL Parent Coordinator • Title III LEP • Title I ARRA SWP • C4E

Indicators of Interim Progress and/or Accomplishment

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

- Specific long term goals and learning targets for students as documented on conference binder sheets.
- Letters, use of planners, email, newsletters, etc. that document parent contact regarding educational goals.
- Professional development (Agenda's etc.) for ARIS and other accountability tools for school community.
- Professional development and close collaboration with guidance counselors to open lines of communication for students and staff.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): PHYSICAL FITNESS

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve our physical education program resulting in all students improving their Fitness Gram/Physical Best standards by 10% in May 2010.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Classroom teachers will designate a “Get Fit Friday” leader to lead their class in the exercises every Friday. • Teachers will receive a cohesive handout outlining all “Get Fit Friday” exercises and activities. • Teachers will receive an assigned outdoor recess period once a week in addition to standards based physical education classes once or twice a week. • Asphalt Green recess program.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • TLFSF • Out2Play
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Observation of schoolyard during outdoor recess periods. • Observation of all staff and students during the “Get Fit Friday” announcements. • Long and short term goals will be maintained by teacher and communicated to students and parents. • Physical education bulletin board. • Teacher assessments binder and plans.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	4	0	0	N/A
1	24	N/A	N/A	N/A	11	0	0	N/A
2	28	13	N/A	N/A	3	0	0	N/A
3	31	16	N/A	N/A	5	0	0	N/A
4	53	18	21	50	5	0	0	N/A
5	30	22	22	30	4	0	0	N/A
6	44	16	26	47	3	0	0	N/A
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

AIS PROGRAM DESCRIPTIONS 2009-2010

<i>Name of Academic Intervention Services (AIS)</i>	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
Extended School Day Reading/Social Studies	Students in grades K-6. Small group reading instruction that takes place after school two days a week for one hour. Children eligible for the program are children who received a 1 or II on state ELA and SS exams.
Extended School Day Math/Science	Students in grades K-6. Small group math instruction that takes place after school two days a week for one hour. Children eligible for the program are children who received a 1 or II on state Math and Science exams.
After School Program MTH	The program is run by TASC and services all children in grades 1-6 including special education and ELL. It takes place after school for 2 hours, 5 days a week. MTH has various classes such as Spanish, yoga, homework help, remediation, music, drama, and sports.
Voyager Small Group Instruction Push In/Pull Out	Small group reading instruction that takes place everyday for 30 minutes to at risk students in grades K-3. Voyager provides direct, systematic instruction in each of the essential reading components, phonemic awareness, phonics, fluency, vocabulary, and comprehension.
Small Group Instruction Push In Paraprofessionals	Paraprofessionals assigned to specific students on a daily basis offering assisted instruction in all subject areas.
Computer Assisted Instruction	Technology teacher pushes into classrooms to assist students in small group literacy instruction using computer software. Instruction takes place twice a week for one period.
Summer School	Mandated Summer School is an integral part of the Education Promotion Policy for students in Grades 3 through 6 who do not meet promotion standards. Summer instructional programs provide an additional opportunity to meet school promotion standards and / or graduation requirements for mandated students in Grades 3 through 6.
Funded Reading	Students in small group pull out program for literacy instruction during the school day. Each group is seen on a daily basis.

After school ELL program	Students in small group ELL instruction that takes place after school for 2 hours. Children eligible for the program
Reading Plus	A comprehensive, evidence based software solution for reading assessment and improvement in reading levels focusing on fluency for grades 3-6 twice a week for 40 minutes. This program is also continued at home by those who have internet access.
Headsprout	A technology program for that teaches phonics and other basic reading skills administered by the technology /classroom teacher of grades 1 and 2 three days a week for 40 minutes. The program is fundamental to Reading Basics, and the program is designed as a series of engaging, internet-based, animated lessons that teach reading basics.
Leap Frog/Leap Pads	A reading program that offers a multi-sensory approach using the leap pads in grades K-6 everyday during literacy block.
Everyday Math Part III Math Steps	A math remediation program for grades 3-5 administered by the math coach in small groups twice a week.
Foundations	Wilson Foundations for K-2 is a phonological/phonemic awareness, phonics, and spelling program. It is based on the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure. This program will debut in the Fall of 2005.
AIS Counseling	Intervention program implemented by the guidance counselor. The objective is to connect the counselor's work to school improvement and intervention.
Wilson	WRS is a researched based reading and writing program that teaches students fluent decoding and encoding skills to the level of mastery. The program includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. The program will be implemented with 3rd thru 6th graders.
Learning Leaders	Parent volunteers devote time each week to work with a child in need of intervention 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 to this CEP. It is attached at the end of the document, starting on Page 57

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___X_ ESL ___ Both **Number of LEP (ELL) Students Served in 2009-10:** 164

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

Public School 229 Queens, Emanuel Kaplan School, in Region 4 is a Pre-Kindergarten to sixth grade barrier free school. The school serves the communities of Woodside, Glendale, Elmhurst, Maspeth, Middle Village, Corona and Ridgewood. Our administration consists of one principal and three assistant principals. We currently have a multicultural student body of 1,341 children with 45 different languages spoken. There are 38.1% Hispanic, 25.3% White, 32.2% Asian and other .1% American, Indian or Alaskan Native and 2.2% African American. P.S. 229 has a Special Education Department that consists of 6 self-contained classes with 8 Collaborative Team Teaching classes. The school has 60 homerooms in total. We have 164 English Language Learners, a 12.2 % rate of English Language Learners, which include the New York State Alternate Assessment special education students in the self-contained classes. 71.3% of the English Language Learners are recent immigrants within the last three years. In order to best meet the needs of our English Language Learners, P.S. 229 provides a Free Standing ESL program using the push in/pull-out model from Kindergarten to sixth grade, which has been opted by our parents.

All instruction is done in English using realia, semi-abstract and finally abstract material to assure proficiency in the higher level of language development. Students are grouped according to the LAB-R and/or NYSESLAT. Furthermore, we follow the units of study for English as set forth by the Chancellor’s Regulations: two units of ESL, which translates to 360 minutes of ESL instruction weekly for Beginning and Intermediate students and one unit of ESL, which translates, to 180 minutes of ESL instruction weekly for Advanced students.

The following number of ELLs and projected classes, at grade, are designated for English Language Learners receiving ESL:

Kindergarten: (18) scattered	Third Grade: (19) three classes	Sixth Grade: (16) two classes
First Grade: (16) scattered	Fourth Grade; (27) four general classes & one CTT	Special Ed. Self-Contained: (26) three classes & scattered
Second Grade: (23) two classes & scattered	Fifth Grade: (19) two classes &CTT	

The classroom teachers have a Common Branch license and a certified ESL teacher will push-in during ELA and/or content areas and provide language rich instruction using ESL methodologies to meet the New York State and New York City Performance Standards. It is our goal that ELLs will become proficient by the end of the third year of ESL services considering that there is no interruption in their academic year.

Our ELL students receive the same rigorous curriculum as monolingual students. They participate in Teachers’ College Reader’s and Writer’s Workshop Balanced Literacy Model promoted by the National Reading Council. This includes 90 minutes daily of literacy. In addition grades K-2 have 60 minutes and grades 3-5 have 75 minutes of Everyday Math. Grade 6 has Impact Math.

The ELL teachers implement a variety of instructional strategies and students grouping to enable the ELL students' acquisition and development of English language skills. These include pre-planning with the classroom teachers and familiarization with the core curriculum at grade level, thus making the input comprehensible through the use of pictures, realia, mime, music finger play, chants, games whole language approach, web making, mapping, KWL charts, graphs, videos, audiocassettes...etc. Students are taught what holds relevance and meets their needs in communication. ELL teachers promote sharing of ideas from diverse cultures that represent the students. The assessment instruments used are TC RWP Assessments, LAB-R, NYSESLAT, Check off lists, Conferencing notes, Acuity, SCANTRON, Interim-Assessments and New York State Standardized tests.

All ELL students are eligible to participate in academic intervention services and supplementary programs such as:

- Extended Day
- Star Fall (internet based program for emergent readers)
- Extended Day Title III and PCEN LEP-ELL (K-6*)
- Headsprout (K-3)
- Foundations (K-1)
- Words Their Way
- Reading Plus (1-6)
- Wilson (3-6)
- Virtual Y (a program funded jointly by the Board of Education and YMCA)
- Maspeth Town Hall (sponsored by TASC)
- Leap Pads (Lower Grades)
- Summer School (2-6)/ELL Summer School for New Comers (2-6).
- Inquiry Team (Grade 4)
- Acuity
- Triple A Math
- Type to learn Junior
- Nettekker
- Kidsperation

* In order to promote English proficiency in our Extended Day ELL program we are using *On Our Way to English*, which encourages the use of the Workshop model.

II. Parent/community involvement:

When students are registered and the LAB-R is administered, the parents or guardians are given options as to what program their ELL child may attend. They are informed that with fifteen or more students of the same native language (Spanish or Chinese), a bilingual class of instruction can be reinstated. The parents are also given information of neighboring schools, which offer bilingual programs.

Report cards are distributed three times a year. The ELL teachers and parents meet at regular schedule conference times. Parents of ELLs are invited to three parent workshops during the school year. In addition, the ELL teacher conducts an orientation session for parents of newly enrolled ELLs in the first week of September and as needed throughout the school year. Parents orientation sessions address program eligibility, program requirements, suggestions and activities to help with parent-child interaction and progress in the learning of English, state standards, assessments and school expectations.

Parents are invited to become part of the school community. The Parent Coordinator encourages and supports: school leadership team, class parent committees, Learning Leader program, PTA meetings, PTA workshops, Math night, Parents Volunteer program, Reading funded programs, Publications: "The Villager" (translated into Chinese and Spanish), Parent-Teacher conferences, Open School Week, Class trips, International Night, PHD Night, Band and special Program performances, and ELL classes for parents. All relevant material pertaining to outreach and notification will be translated as needed in other languages other than English.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

All of our registered Kindergarten parents and the parents of our students in Pre-K are invited to attend a parent orientation in June. The parents are informed of the LAP, dress code, school services, functions, curriculum and how they can involve themselves. Translators are made available.

IV. Staff Development (2009-2010 activities):

The ESL teachers attend the same staff development sessions, as do the classroom teachers. Staff development sessions are intended to help pedagogical staff improve student achievement in English proficiency, math and other content areas in order for students to meet New York City and New York State content and performance standards. All teachers attend the Teachers' College sessions and share a common preparation period with their grade counter parts to devise strategies to help ELLs reach the standard in English and content areas. There are various whole faculty presentations with topics in understanding our English Language Learners, the First and Second Language Acquisition Process and Multicultural and Diversity Training. In addition the ESL teachers and classroom teachers with 25% or more ELLs participate in regional workshops with Debbie White on topics such as NYSESLAT Data Analysis and reading strategies.

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

Inquiry Team working with ELLs -- In our schools we have teams working with ELLs on different grade levels. They are working on different skills which will help with student progress.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

School Building: 229Q District 24

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

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
N/A	6	N/A	3 (pending certification)	N/A	N/A	

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

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

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

Part D: CR Part 154 – Sample Student Schedules

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

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

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

School District: 24 School Building: 229

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:10 To: 9:00	Subject (Specify) WORD WORK/ MORNING MEETING	Subject (Specify) ART	Subject (Specify) WORDS THEIR WAY/ MORNING MEETING	Subject (Specify) WORDS THEIR WAY/ MORNING MEETING	Subject (Specify) MUSIC
2	From: 9:03 To: 9:53	Subject (Specify) SCIENCE Push-In ESL	Subject (Specify) WORDS THEIR WAY/ MORNING MEETING	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) WORDS THEIR WAY/ MORNING MEETING
3	From: 9:56 To: 10:46	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) WRITING Push-In ESL	Subject (Specify) TECH	Subject (Specify) MATH Push-In ESL
4	From: 10:49 To: 11:39	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
5	From: 11:42 To: 12:32	Subject (Specify) WRITING/READING Push-In ESL	Subject (Specify) WRITING Push-In ESL	Subject (Specify) READING Push-In ESL	Subject (Specify) WRITING Push-In ESL	Subject (Specify) WRITING
6	From: 12:35 To: 1:25	Subject (Specify) TECH	Subject (Specify) READING	Subject (Specify) GYM	Subject (Specify) READING Push-In ESL	Subject (Specify) READING
7	From: 1:28 To: 2:18	Subject (Specify) SOCIAL STUDIES	Subject (Specify) SCIENCE	Subject (Specify) SOCIAL STUDIES	Subject (Specify) SCIENCE	Subject (Specify) SOCIAL STUDIES
8	From: 2:20 To: 2:57	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify)	Subject (Specify)
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS - CONTINUED

Part E: For schools that will receive Title III ELL Supplemental Services for 2009-10:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) Grades 1-6 Number of Students to be Served: 60 LEP _____ Non-LEP _____
Number of Teachers 6 Other Staff (Specify) _____

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. 229's Title III program provides approximately 60 English Language Learners with supplemental instruction in an After School Program. Three fully certified teachers of English as a Second Language, one Bilingual/ESL Special Education certified teacher and two partially certified ELL teachers service the students in the program.

The After School Program will service ELLs in grades 1-6. Classes will contain grades 1, 2, 3, and 4 individually and 5th and 6th will be combined. They will meet three times a week after snack from 3:00pm to 4:30pm for 61 sessions from October 2009 through April 2010. The focus of the instruction will be literacy and math using ESL strategies and the group size will be maintained at 12 or less students per teacher. General instructional supplies such as "Newcomer" workbooks, chart paper and markers will be purchased to support the supplementary programs.

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

P.S. 229's Title III Professional Development Program will focus on providing teachers with strategies for teaching English Language Learners. Teachers participating in the professional development workshops and trainers will be paid at per session rate. Each workshop will be two- hour long. School administrators, RIS ELL, ELL ISS and ESL teachers, will facilitate these professional development sessions. Six ESL teachers will be attending the Professional Development Sessions.

Teachers working in the supplementary programs with ELLS will receive three sessions of professional development sessions after school from 3:00 PM – 5:00 PM. Topics that will be addressed during these professional development sessions are as follows:

1. Two-hour professional development session devoted to developing reading and writing for Newcomers. (NOV).
2. Two-hour professional development sessions devoted to analyzing assessment and recorded progress students have made (APRIL).
3. Two-hour professional development session devoted to developing efficient lesson plans for Title III after school programs (JUNE).

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS - CONTINUED

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	26,066.68	Participating teachers and facilitators ELL Extended Day, PD and English classes for the Parents
Purchased services such as curriculum and staff development contracts	-----	
Supplies and materials	913.44	Workbooks, chart paper and markers, overhead transparencies, and ink
Travel	N/A	
Other: Payroll – Secretary	199.88	
TOTAL	27,180	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The assessment was conducted by looking at four different variables: LAP, CEP, The Home Language Report and a survey of the languages being spoken by 20 parents attending ESL classes.

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.

In P.S 229, there are languages other than English being spoken by the parents. However most of the parents communicate in English. Our intent is to provide written translations in the languages with the greatest percentages to aid communication and promote parental involvement. Presently we have Spanish, Chinese, Korean, Bengali and Urdu for written translation.

Part B: Strategies and Activities

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

We plan to translate:

- a. The "P.S. 229 Villager" a monthly newsletter that communicates information about the school's academic programs and events during and after school.
- b. The Kindergarten Orientation Packet
- c. Weekly or monthly notices on school activities or events for example, "Getting to know You" (open school week), information on standardized test taking, math night, the science fair, etc.

*When needed, we use the outside Board of Education Network and in-house by school staff.

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

We looked at the same variable used for written translations and at our recent newcomers who must take standardized tests not given in their native language for example social studies, math or science in Urdu and Bengali.

- a. We will provide language (Bengali, Polish, Chinese, Spanish and Korean) Para-professionals during Meet the Teacher, Parents/Teacher conferences, PTA meetings and other events as needed.

- b. We will provide oral interpretation before, during and after school hours and by phone calls in Spanish, Chinese, Polish, Korean, Bengali and Urdu.
*For oral translations, we use in-house school staff and parent volunteers.

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>.

- a. Primary languages spoken by the parent of each student will be determined within 10 days of enrollment and will receive assistance if needed.
- b. Timely provision of translated documents will be provided.
- c. Timely provision of oral translation in groups or one to one meetings.

Part C: Action Plan – Language Translation and Interpretation

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2009-10 school year to support improvement in priority areas as described in the school’s response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

<p>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.</p>	
<p>ACTION STEP – WHAT needs to be done to accomplish goal?</p> <ul style="list-style-type: none"> ➤ Refer to specific actions, strategies, and activities described in Part B. 	<p>To provide parents with a meaningful opportunity to participate in and have access to programs and services critical to their child’s education. We plan to translate: The “P.S. 229 Villager” a monthly newsletter that communicates information about the school’s academic programs and events during and after school, The Kindergarten Orientation Packet and the weekly or monthly notices on school activities or events for example, “Getting to Know You” (open school week), information on standardized test taking, math night, and the science fair, etc.</p>
<p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<p>September 2009 – June 2010 as needed.</p>
<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person) 	<p>ELL supervisor, ELL coordinator and Parent Coordinator</p>
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (including fiscal and human resources) 	<p>Title III translation – see attachment</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts) 	<p>Results of questionnaire, parent attendance at parent-teacher conferences, PTA meetings and workshops</p>

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

School Year 2009-2010

Form TIII – A (1) (a)

Region 4

CSD 24

School Building P.S.229

Grade Level(s) PK-6 Number of Students to be Served: 164 LEP Non-LEP

Number of Teachers 6

Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

School Description

P.S. 229 Queens, Emanuel Kaplan School, in Region 4 is a Pre-Kindergarten to sixth grade barrier free school. The school serves the communities of Woodside, Elmhurst, Maspeth, Middle Village, Corona and Ridgewood. Our administration consists of one principal and three assistant principals. We currently have a multicultural student body of 1,341 children with 45 different languages spoken. 38.1% Hispanic, 25.3% White, 32.2% Asian and other and 2.2% African American. P.S. 229 has a Special Education Department that consists of seven self contained classes with six Collaborative Team Teaching classes. The school has 60 homerooms in total. We have 164 Language Learners, a 12.2% rate of English Language Learners, which include the New York State Alternative Assessment special Education in the self- contained classes. 73.1% of the English Language Learners are recent immigrants within the last three years. In order to best meet the needs of our English Language Learners, P.S. 229 provides a Free Standing ESL program using the push-in model from Kindergarten to sixth grade, which the parents opted. Four certified teachers of English as a Second Language service the students in the program. **All of the ELL teachers are fully certified.** All instruction is done in English using realia, semi-abstract material to assure proficiency in the higher level of language development. Students are grouped according to the LAB-R or NYSESLAT. Furthermore, we follow the units of study for English as set forth by the Chancellor's Regulations- two units of ESL, which translates, to 360 minutes of ESL instruction weekly for Beginning and Intermediate students and on unit of ESL, which translates, to 180 minutes of ESL instruction weekly for Advanced students. Advanced students also receive the required 180 minutes of ELA.

P.S. 229 is known as a model literacy school. We are a Teachers College Reading and Writing Project School with a standard-base, balanced literacy approach to teaching reading and writing that reflects a strong collaboration with Teachers College.

NYS ELA performance in Grade 3 showed that 71% reached Level III and Level IV. Grade 4 showed that 80% reached level III and level IV. Grade 5 showed that 84% reached level III and IV of the state standard.

In Math, Grade 3 showed that 93% reached Level III and IV. Grade 4 reached 91% in Level III and Level IV. Grade 5 teacher 91% in Level III and IV. Grade 6 reached 94% in Level III and IV of the State Standard.

P.S. 229 has a large after school program servicing approximately 350 students and includes such programs as TASC, Virtual Y and extended school day for at risk students and ELLs.

Instructional Program

P.S. 229's Title III program provides approximately 50 English Language Learners with supplemental instruction in an After School Program.

The After School Program will service ELLS in grades 1-6. There is one 1st grade class, one 2nd grade class, one 3rd grade class, one 4th grade class and a 5th and 6th grade class that meet three times a week (Monday, Tuesday and Wednesday) from 3:00-4:30 for 61 sessions from October 2009 through April 2010. The focus of the instruction will be literacy and math using ESL strategies and the group size will be maintained at 12 or less students per teacher. General instructional supplies chart paper and markers will be purchased to support the supplementary programs.

Secretarial Staff

There is one secretary that assists the program with completing payroll, making copies of needed materials and answering the telephones, etc., since this is the only after school program running from the school.

Professional Development

P.S. 229 Title III Professional Development Program will focus on providing teachers with the opportunity to look at the school and make suggestions for bettering the ELL supplementary program. Teachers participating in the professional development workshops and trainers will be paid at the per session rate. Each workshop will be two hours long. These professional development sessions will be facilitated by school administrators and ESL teachers.

Teachers working in the supplementary programs with ELLS will receive three two-hour sessions of professional development sessions after school from 3:00 P.M. – 5:00 P.M.

Topics that will be addressed during these professional development sessions are as follows:

1. Two-hour professional development session devoted to developing reading and writing for newcomers. (Nov.)
2. Two-hour professional development sessions devoted to analyzing assessment and

recorded progress students have made. (April)

3. Two-hour professional development sessions will be devoted to developing efficient lesson plans for Title III after school program. (June)

Supplies such as copies, overhead transparencies and ink will be purchased. In addition, refreshments will be served.

Parent Community Involvement

P.S. 229's Title III program will provide ELL parents and guardians with an opportunity to attend 29 hours of parent English classes. A certified teacher will teach these classes. Our parent coordinator will help create a welcoming school environment and host parent workshops and meetings on issues of interest to parents. In addition, the coordinator will provide information about out ELL services in the school and work closely with the ELL coordinator in order to reach immigrant parents in their native languages through written or oral translations. Instructional materials such as Adult ESL workbooks will be utilized during class.

The "Villager" publications will be translated into Chinese and Spanish and any other relevant material pertaining to outreach and notification will be translated in other languages other than English (Korean, Urdu and Bengali).

BUDGET NARRATIVE

** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<p>Participating teachers – Professional Development (Teachers)*(Sessions)*(hours)*(rate)= 5(3)(2)(\$49.89)=\$1496.70</p> <p>Facilitators – Professional Development (Teachers)*(Sessions)*(hours)*(rate)= 1(3)(2)(\$49.89)= \$299.30</p> <p style="text-align: right;">Total cost of \$1796.00</p>
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this title)</i>
<i>Code 46</i> Travel Expenses	

BUDGET NARRATIVE

** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	After School ELL Grades 1-6 (Teachers)*(Sessions)*(hours)*(rate)= (5) (61) (1.5) (\$49.89) = \$22,824.68 <p style="text-align: right;">Total cost of \$22,824.68</p>
<i>Code 16 Support Staff Salaries</i>	Payroll Secretary (Secretary)*(Sessions)*(hours)*(rate)= (1) (13) (0.5) (\$30.75) = \$199.88 <p style="text-align: right;">Total cost of \$199.88</p>
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	workbooks <p style="text-align: right;">Total cost of \$600.00</p>

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 46 Travel Expenses</i>	

School District 24
 BEDS Code _____

For Title III Parent Community Involvement

342400010229

BUDGET NARRATIVE

** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<p><i>Code 15 Professional Salaries</i></p>	<p>Parent English Classes (Teachers)*(Sessions)*(hours)*(rate)= (1)(29)(1)(\$49.89)=</p> <p style="text-align: right;">Total cost of \$1,446.81</p>
<p><i>Code 16 Support Staff Salaries</i></p>	
<p><i>Code 40 Purchased Services</i></p>	
<p><i>Code 45 Supplies and Materials</i></p>	<p>General instructional supplies for parent English classes, and copies</p> <p style="text-align: right;">Total cost of \$311.00</p>
<p><i>Code 46 Travel Expenses</i></p>	

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
School Year 2007-2008**

Form TIII – A (1) (b)

Region 4

CSD 24

School Building 229

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

Category	Proposed Expenditure
Code 15 – Professional Salaries	
Instructional	\$22,824.68
Professional Development	\$ 1,796.00
Parent/Com. Involvement	\$ 1,446.81
Total Code 15	\$26,066.68
Code 16 – Support Staff Salaries (Secretary)	\$ 199.88
Code 45 – Supplies and Materials	
Instructional	\$.00
Professional Development	\$ 600.00
Parent/Com. Involvement	\$.00
Total Code 45	\$ 313.44
Code 80 – Employee Benefits	
Instructional	
Professional Development	
Parent/Com. Involvement	
Total Code 80	
Code	
Instructional	
Professional Development	
Parent/Com. Involvement	
Total Code	
School Budget Summary Total	\$ 27,180.00

**Title III, Immigrant Program
Budget Summary - **Only Selected Schools****

Category	Proposed Expenditure

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:		\$670,884	
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$6,711	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$39,986	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$67,088	

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.

Title I Parent Involvement Policy and Parent-School Compact for P.S. 229Q

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P.S. 229Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 229Q policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. P.S. 229Q will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S. 229Q Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 229Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Teacher Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 229Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team and the Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ¹dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

¹ Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

P.S. 229Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent meeting;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, (or Parent-Teacher Association.
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Section II: School-Parent Compact

P.S. 229Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 229Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week, Getting to Know You Conferences in early October, and parent workshops);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 - 30 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups.
- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by **Sibylle Ajwani, Ed. D. on October 26, 2009**

This Parent Involvement Policy was updated on October 26, 2009

The final version of this document will be distributed to the school community on November 18, 2009, be posted on our school website and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.
 - a. *Please see section IV on Needs Assessment page 10*
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - *Please refer to Section V Annual School Goals, Section VI Action Plans, Appendix I Academic Intervention Services, and Appendix 2 Program for English Language Learners.*
 - Use effective methods and instructional strategies that are based on scientifically-based research that:
 - *P.S. 229 has targeted assistance for our struggling learners during the 37 minutes.*
 - *We have a large after school program Maspeth Town Hall and Afterschool Y that addresses both academic and social needs.*
 - *There are accelerated classes on grades three through six with enriched programs and all teachers differentiate their instruction to the needs of students based on assessment results.*
 - *Summer School focuses on the at-risk student and English Language Learners Seats are offered according to available funding.*
 - *Guidance and SBST target students in need for additional support.*
 - *The curriculum is Standards based with a high degree of differentiation.*
 - *See Section V and VI School goals and Action Plan which address specific groups in need of improvement.*
3. Instruction by highly qualified staff.

- *The staff at P.S. 229 is 100 % highly qualified.*
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.
 - *Professional development is attended throughout the year at grade meetings, faculty conferences and during the school day. School coaches, teachers and administrators facilitate professional development. Teachers attend PD from the STEM II grant and various offerings at ICI our Learning Support Organization.*
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - *Not applicable*
 6. Strategies to increase parental involvement through means such as family literacy services.
 - *Book Clubs and family workshops are offered to parents throughout the year.*
 - *Computer workshops and caretaker classes are also offered.*
 - *Parents are asked to sign student book logs.*
 - *Two Saturday parent workshops are planned for the winter and spring.*
 - *Parents are invited to publishing celebrations and read alouds.*
 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 parents are offered several workshops in June and September to learn about P.S. 229 and how to help their child transition to Kindergarten.*
 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.
 - *P.S. 229 has over 9 Inquiry Teams consisting of over 90% of our staff. Based on the teams' findings school wide changes are implemented*

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.

- *Please see Appendix 1 AIS and Appendix 2 ELL*

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.

- *Although most of the above are not applicable to P.S. 229 – SBST, Guidance and the Parent Coordinator do service our shelter students with special services to assist them.*
- *We hold adult ESL class.*
- *We offer Computer workshops for adults.*

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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: _____ **SURR² 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.

² 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)*³ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited 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.

³ 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.

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The cabinet, SLT, and ELL teachers met to assess whether this finding was relevant to our school's educational program. During this meeting all components of Key Finding 1A were addressed. They reviewed their CEP, New York State ELA Standards, ELA Core Performance Indicators, and evaluated the school's data to look at gaps in their written curriculum, the effectiveness of their curriculum maps, the taught curriculum in ELA, ELA materials, and English Language Learners. Next, they looked at the ELA programs used in their school, Teachers College Reading and Writing Project (K-6), to see how they align to New York State ELA Standards and ELA Core Performance Indicators. The result was that the Curriculum Audit findings were irrelevant to our school's educational program.

In regards to the finding that was stated in the Taught Curriculum section: "...standards indicate that instruction should be focused on having students create written products and spoken presentations." It was determined that finding was somewhat relevant to our school's educational program in the area of oral presentations.

In regards to the finding that was stated in the ELA Materials section it was determined that finding was somewhat relevant to our school's educational program.

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

Applicable Not Applicable

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

Taught Curriculum

Finding that the Curriculum Audit was irrelevant in regards to the lack of depth in what is being taught in writing classrooms as compared to state standards was determined after an in depth look into the standards and performance indicators. The program addresses various performance indicators in regards to speaking and writing. For example, in Standard 1's Performance Indicators it states students must gather and interpret information from children's reference books, magazines, text books, electronic bulletin boards, audio and media presentations, oral interviews and from such forms as charts, graphs, maps and diagrams. This standard is addressed in the curriculum through the nonfiction unit of study by using post-its to gather and interpret information with peers. The other performance indicators for this standard are addressed through the various units of study throughout the year.

The cabinet, SLT, and ELL teachers reviewed and evaluated the taught curriculum for all students for the alignment of state learning standards. While it is evident through lesson plan evaluations, the review of New York State ELA Standards, ELA Core Performance Indicators, monthly pacing calendars, Curriculum Maps, and the structure of the Teachers' College Workshop Model that most NYS standards are being addressed, it is apparent that the school lacks in the area of spoken presentations. While spoken presentations are part of the school's curriculum, the implementation of this standard is limited.

ELA Materials:

Prior to the audit, the cabinet and SLT have been reviewing the amount of curriculum materials available to ELL teachers, teachers with students with disabilities and teachers who have struggling readers in their classes. Although many books have been ordered to address the needs of all our students, it is apparent that the school needs to continue ordering books to meet the needs of all learners.

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 not require the additional support from central. We will address the issue of curriculum taught by redesigning our curriculum calendars to have greater emphasis on increased spoken presentations and increased opportunities for improving speaking and listening skills. We will encourage this through the use of oral presentation rubrics to give the students direction. In addition, the school will try to address the presentation of more class/school productions.

In regards to ELA Materials we will continue ordering books that are appropriate for all learners as funding becomes available. To ascertain what materials will be needed there will be continuous communication between the cabinet, the SLT, and faculty.

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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

The cabinet and SLT met to assess whether this finding was relevant to our school’s educational program. They reviewed the process strands as defined by the New York State Learning Standard for Mathematics and revised by NYS Board of Regents on March 15, 2005. Next, they looked at the two math programs used in their school, *Everyday Mathematics* (K-5) and *Impact Mathematics* (grade 6), to see how they align to the NYS process strands. The result was that the Curriculum Audit findings were irrelevant to our school educational program.

In regards to the finding 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, it was determined that finding was somewhat relevant to our school’s educational program.

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

Applicable Not Applicable

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

Finding that the Curriculum Audit was irrelevant in the area of a weak alignment to the NYS process strands for mathematics at all grade levels was determined after an in depth look at the process strands and the two math programs used in the school. Each program addresses problem solving, reasoning and proof, communication, connections, and representation. They are addressed through the various components of each program. For example, *Everyday Mathematics* has an Open Response section that requires problem solving skills as well as communication to organize and consolidate their mathematical thinking. *Everyday Mathematics* also addresses the reasoning and proof strand by incorporating multiple methods for solving the same problem. Students are given the freedom to explore the different methods and choose the one that they feel most mathematically comfortable with. *Impact Mathematics* has many components, one of which provides real world links where students recognize and apply mathematics in contexts outside of mathematics, thereby addressing the Connections strand.

Although the math program, *Everyday Mathematics* addresses the NYS Learning Standards for Mathematics for both process strands and content strands, we find that there is a lack of depth of what is being taught in the classroom as compared to what is required by the state standards. *Everyday Mathematics* is a spiral program that touches on all the strands at varying times through out the year. Due to this spiraling, many students do not master

certain math skills that are key because they are built upon to further increase their mathematical knowledge. It is apparent in assessments that the students take and through discussions with classroom teachers. It is also a common issue in many CTT and Self-Contained classrooms.

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 school will not require the additional support from central. We will address the issue by ensuring that all teachers have the NYS math standards in a checklist form. This will allow them to create groups of students who are weak in certain content areas that the program touches upon but still lacks the needed in depth work to create a strong foundation. Next, weekly game days will be used to work with these groups of students to re-teach or review these weak areas.

In addition, we will try to work more review time into the pacing calendar to address the standards that need to be further developed.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The cabinet and SLT met to assess whether this finding was relevant to our school's educational program. During this meeting all components of Key Finding 2A were addressed. The cabinet, SLT along with TC staff developers observed many classrooms and they looked at the ELA programs used in their school, Teachers College Reading and Writing Project (K-6), to evaluate whether direct instruction and individual seatwork were the predominant instructional strategies used by teachers.

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

Applicable Not Applicable

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

As a result of our many observations and walkthroughs, we find that direct instruction and individual seatwork were not the predominant instructional strategies in our classrooms.

In the workshop model the structure of the mini lesson is broken into four parts: connect, teach, active engagement, link and share. The mini lesson is 12 -1 5 minutes long where 6 minutes out of that time children are actively engaged in accountable talk or acting out in regards to the mini lesson. After the mini lesson students are sent off to independently read or write with a focus, however drawing upon their repertoire of strategies they have learned throughout the month. Based on the many assessments and data the teacher has collected over time, lessons are created to individualize instruction for specific students as well as generate small group lessons. The role of the teacher during the independent work time is to circulate between groups and individual conferences making sure all students are on task. The teacher is also conducting 5 minute teaching moments with individual students and groups to assess if the skill at hand has been mastered or needs additional instruction.

The students have opportunities to ask questions, have book discussions, and writing partnerships to question, interpret and synthesize information which leads to follow up instruction and reinforcement.

The role of book clubs is when the students collaboratively decide on a focal point they wish to discuss after reading, review the previous day's discussion, homework, ideas and theories to facilitate lengthy discussions. These ideas are generated and recorded in their reading notebooks. During this time the teacher is visiting each club to aide in discussion.

During the "share," students have the opportunity to share their views, interpretation and /or work with the class. The mini lesson is evidence that teacher directed instruction is not the dominant instructional strategy in the classroom and that individualized instruction is taking place.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation*

Protocol (SOM⁴) 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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

Our school assessed this finding through classroom observations during math lessons. Various forms of work were observed such as individual seatwork, hands-on learning, partner work and group work. The use of technology was also evident in quite a few of these rooms. It was determined that the Curriculum Audit was irrelevant to our school 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?

Classrooms were observed using partner and group work in math to solve problems, as well as independent seatwork and hands-on learning with varying manipulatives. Students play math games on a weekly basis in partners or groups. There is evidence for the use of technology in the classrooms. There are quite a few classrooms on various grades that have incorporated the use of Smart boards in their math instruction. There are computer labs where the students play Everyday Mathematics games and First in Math during our extended day sessions. The use of the ELMO, overhead manipulatives, and over head calculators are also used in the classrooms. All grades use calculators several times a week depending upon the content being taught.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

⁴ 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.

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

Our cabinet along with our payroll secretary was called to a meeting to discuss whether this finding was relevant and we found that these findings are not relevant in our building.

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?

At PS 229 our teacher turnover rate is due only to teacher retirements, maternity leaves, and attrition in our school budget. We have not had a transfer teacher at PS 229 in the past four years. Our staff is stable and secure. The results of our quality review, progress report, and learning environment survey is evidence of highly qualified and experienced staff.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The cabinet, SLT and ELL department met to assess whether this finding was relevant to our school's educational program. They reviewed the professional development offered to ELL teachers and confirmed teacher data for ELL students. Next, they looked at teacher data records and conference binders for proof of communication between teachers and the ELL department.

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

Applicable Not Applicable

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

We have had professional development for all teachers at P.S.229 on the stages of language acquisition, sensitivity of an ELL student, classroom environment, and how ELLs can participate in reading and writing workshops. We have informed teachers of the progress the ELLs have made on the Interim Assessment they were given. The Language Allocation Policy was presented to all teachers, who service ELLS.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The cabinet, SLT and ELL department met to assess whether this finding was relevant to our school's educational program. They reviewed teacher conference binders for evidence of ELL data and instruction driven by this data for individual ELL students. As a plus this year we have focused one of our inquiry teams on our 4th grade ELL students to help improve their writing skills.

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

Applicable Not Applicable

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

In P.S. 229Q ESL testing data is reported to the teacher servicing ELL's as soon as the data is received by the ESL Department. The classroom teacher is made aware of the proficiency level of the student as well as the length of time the student has been in the United States. The teachers who service ELL's are given a copy of a sheet titled "NYSESLAT Data Analysis." This sheet is done on each one of our ELL's providing information on their NYSESLAT scores for the last two years.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

In the 2008-2009 school year we at PS 229 took the time to meet as a “special education” department and share ideas, voice concerns, and assess our needs with regard to providing our special needs students with quality educational opportunities in accordance with IEP mandates. We also developed a plan to familiarize our general education teachers with the IEP’s of the students they serve.

The 2009-2010 school year has begun with the distribution of IEP’s to all teachers – both general and special education. Each general education teacher met with our IEP teacher individually to discuss the specific needs of each of their students and to carefully examine their IEP mandates. We will continue to provide opportunities for the general education teachers to become more familiar with the needs of our student who receive special education services. We have also planned meetings to allow our teachers of both self-contained classes and Integrated Co-Teaching classes to discuss issues relevant to insuring the appropriate delivery of services. Based on the feedback of our teachers we will continue to provide the necessary information to all professionals with whom the students come in contact.

The effectiveness of the school-wide communication among our teachers and the staff development opportunities offered to the teachers of our special needs’ students is reflected in the growing success our students show on a yearly basis. According to our 2007/2008 Accountability Report, students with disabilities made “Adequate Yearly Progress” in both ELA and Mathematics. The 2008/2009 Progress Report shows 45.7% proficiency gains in ELA and a 33.3% proficiency gains in Mathematics. These results are based on grade level state tests given in both subject areas.

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

Applicable Not Applicable

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

The effectiveness of the professional development opportunities made available to our staff is shown by reviewing the improvements of our special education students over the years. According to our school's 2006/2007 Accountability Report, students with disabilities made "Adequate Yearly Progress" in both ELA and Mathematics. Due to the effective teaching practices of our staff, 17 students were moved to a "Least Restrictive Environment."

Our 2007/2008 Progress Report shows 50.7 % proficiency gains in ELA and a 38.7% proficiency gains in mathematics. These results are based on grade level state tests given in both subject areas.

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

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

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

Please respond to the following questions for Key Finding 7:

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

After finding that we needed to improve on the alignment between the goals, objectives, and modified promotional criteria with the grade level standards in the 2008/2009 school year, this school year we continue to examine the content of IEP's as they are completed to insure that the alignment is now present.

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

Applicable Not Applicable

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

After last year's finding that there was sometimes a lack of alignment between the goals and objectives based on grade level standards, we focused on providing intense staff development for teachers who write IEPs to achieve this alignment. Our teachers attended meetings throughout the year with an IEP Specialist to be trained in using grade level standards when writing their IEPs. The IEPs are now being written with grade level standards in mind. We continue to review each IEP as it is written to insure the inclusion of appropriate goals and modifications.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We have 15 students since the beginning of September.
2. Please describe the services you are planning to provide to the STH population.
 - Students are guaranteed a seat in Maspeth Town Hall after school program. There are teen tutors available specifically for the STH population to assist students with their homework if needed.
 - Ms. O'Donnell (Parent Coordinator) meets with each family at registration to find out their individual needs. She is in daily contact with updates from Maggie Olivero the DOE worker for the Metro Family Residence.
 - Busing is provided immediately to and from school and for the various after school programs.
 - Families are assisted with free uniforms and school supplies when needed.
 - Free breakfast is provided. The guidance counselor makes sure that STH have eaten breakfast.
 - Ms. O'Donnell walks STH around the building on the way to their first class to help them become familiarized with their new surroundings.
 - Getting to know you groups and welcoming you groups are set up by the guidance counselor and offered to new STH students
 - Individual and group rap sessions as well as counseling is offered on a voluntary basis.
 - Ms. Quick (guidance counselor) meets with students bi-weekly and offers emotional support services when needed to help them to succeed academically.

- Parent Coordinator/Guidance Counselor reach out to parents in order to work as a team to help students adjust and transition into their new learning environment and reach their academic potential.
 - Parent Coordinator/Guidance Counselor assist parents with referrals when needed
1. EYE CARE SERVICES
 2. PARENT WORKSHOPS
 3. OUTSIDE COUNSELING SUPPORT SERVICES
 4. FREE AFTER SCHOOL ACTIVITIES FOR 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.

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GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET, SCHOOL YEAR 2009-2010

DIRECTIONS: The following worksheet will help you compile and analyze data necessary for your school's language allocation policy (LAP). Your school's LAP should be written in narrative form, and should answer all questions contained in this worksheet. Also, upon completing the worksheet, gather the appropriate signatures on this worksheet and attach it to the LAP narrative that you submit.

I. Language Allocation Policy Team Composition

Region 4	School 229	LIS M. Chan	
Principal S. Ajwani	Assistant Principal J. Woesthoff	Parent Coordinator T. O'Donnell	Parent E. Vera
Coach A. Messina	Coach S. Gonzalez	Teacher D. Bettencourt/N. DiPietro	Teacher C. Coughlin
Teacher J. Amare	Guidance Counselor L. Ianiello	Related Service Provider L. Golub	Other M. Del Grosso

II. Teacher Qualifications

English as a Second Language Teachers		Bilingual Teachers	
Number of Certified 6	Number of Uncertified 3 (ITI)	Number of Certified 1	Number of Uncertified N/A

III. ELL Demographics

Total Number of Students in School 1341	Total Number of ELLs 164w/ alternative assessments	Percent of Student Population that is ELL 12.2%
--	---	--

The number of classes (or *periods) for each ELL program model that your school provides

	K	1	2	3	4	5	*6	*7	*8	Total
TBE (60%:40% → 75%:25%)	N/A									
Dual Language (50%:50%)	N/A	NA	N/A							
Freestanding ESL (100% English)										
Self-contained										
Push-in	0	0	2	3	5	3	2			
Pull-out	2	2	1	1	1	1	1			
Total	2	2	3	4	6	4	3			24

Enter the number of ELLs by duration and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or special

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education (Sp.Ed.) students within that cohort, enter that number in the appropriate subgroup box (see example).

Long-Term ELLs (more than 6 years)	SIFE: 12 SP. ED. 3 20	SIFE: 12 SP. ED. 3 0	SIFE: 12 SP. ED. 3 42	SIFE: 12 SP. ED. 3 62
	TBE	Dual Language	ESL*	Total
ELLs (3 years or less)	SIFE: SP. ED. N/A	SIFE: SP. ED. N/A	SIFE: 0 SP. ED. 12 15	SIFE: SP. ED. 15
ELLs (4-6 years)	SIFE: SP. ED.	SIFE: SP. ED.	SIFE: 0 SP. ED. 10	SIFE: SP. ED.
Long-Term ELLs (more than 6)	SIFE: SP. ED.	SIFE: SP. ED.	SIFE: 0 SP. ED. 1	SIFE: SP. ED.
Total	SIFE: SP. ED.	SIFE: SP. ED.	SIFE: 0 SP. ED. 26	SIFE: SP. ED.

* FOR SPECIAL ED ONLY: please indicate here the total number of ELLs in Alternate Placement 4

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP
TRANSITIONAL BILINGUAL EDUCATION**

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										
Chinese										
Russian										
Bengali										

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Urdu										
Arabic										
Haitian Creole										
French										
Korean										
Punjabi										
Polish										
Albanian										
Other										
TOTAL										

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP
DUAL LANGUAGE (ELLS/EPS)**

Spanish										
Chinese										
Russian										
Bengali										
Haitian Creole										
Other										
TOTAL										

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**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP
FREESTANDING ENGLISH AS A SECOND LANGUAGE**

	K	1	2	3	4	5	6	MIS V	x-coded	
Spanish	8	4	12	16	18	9	7	5	9	
Chinese	9	9	9	5	4	5	5	2		
Russian								1		
Bengali					2	3		2		
Urdu		1					2			
Arabic		1		1			1		1	
Haitian Creole										
French										
Korean		1					1			
Punjabi										
Polish	1									
Albanian										
Other			3	1	3	2			1	
TOTAL	18	16	24	23	27	19	16	10	11	164

IV. Parent Program Choice: review the Parent Survey and Program Selection forms and answer the following questions in LAP narrative or on a separate page (for General Education students only)

1. What structures are in place at your school to ensure that parents understand all three program choices?
 To ensure that parents understand all three program choices, the first official interaction with the parents of ELLs is the parent orientation session where program placement options are presented with clarity and objectivity. A video orienting parents of newly enrolled ELLs into the New York City school system of their program choices and their rights to choose is made available in English, Spanish, Chinese, Russian, Korean, Urdu, Bengali, Arabic. We also have Polish, Spanish, Chinese, Urdu and Korean translators available.

2. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have been requesting? (Please provide numbers.)
 After reviewing the Parents' Survey and Program Selections for the past few years, the program selection is aligned with the parents' choice. Parents in this community request ESL programs as their first choice. Their program selection is Free Standing English as a Second Language.

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3. Are the programs offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Define specific steps underway.

The program offered by our school is aligned with the parents' request. The different ELL instructional programs are described in detail at our Parents' Orientation meetings. All meetings are translated into the major languages of this community, which are Spanish, Chinese, and Bengali.

V. Assessment Analysis

PART A: LAB-R OR NYSESLAT RESULTS (USE THE RLAT REPORT FROM ATS TO FILL IN THE FOLLOWING INFORMATION.) USE THE INFORMATION BELOW TO COMPARE WITH LAB-R OR NYSESLAT CUT-SCORES TO ANALYZE STRENGTHS AND WEAKNESSES IN SPECIFIC MODALITIES.

TRANSITIONAL BILINGUAL EDUCATION

Level	K	1	2	3	4	5	6	7	8	TOTAL
Beginner (B)										
Intermediate (I)										
Advanced (A)										
Total Tested										
LISTENING										
B										
I										
A										
SPEAKING										
B										
I										
A										
READING										
B										
I										
A										

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WRITING										
B										
I										
A										

DUAL LANGUAGE (ELLs ONLY)

Level	K	1	2	3	4	5	6	7	8	TOTAL
Beginner (B)										
Intermediate (I)										
Advanced (A)										
Total Tested										

LISTENING										
B										
I										
A										
SPEAKING										
B										
I										
A										
READING										
B										
I										
A										
WRITING										
B										
I										
A										

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FREESTANDING ENGLISH AS A SECOND LANGUAGE										
Level	K	1	2	3	4	5	6	MIS V	x-coded	TOTAL
Beginner (B)	12	12	5	7	5	3	5	10	3	
Intermediate (I)	1	4	6	10	4	8	4		7	
Advanced (A)	5	0	13	6	8	9	7		1	
Total Tested										
TOTAL ELLS	18	16	24	23	27	19	16	10	11	164

GRADE	K	1	2	3	4	5	6		
LISTENING/SP EAKING									
B		2	2	0	1	1	0		
I		9	2	2	4	3	2		
A		4	11	9	9	4	3		
READING/WR ITING									
B		11	4	3	3	3	3		
I		6	7	9	15	7	2		
A		0	10	5	8	8	6		

Part A Questions: After a review of the data above, answer the following questions in your LAP narrative for each program:

- What is revealed by the data patterns across proficiency levels and grades?
An analysis of the NYSESLAT scores indicates the following: There is a greater deficit in the area of reading and writing across proficiency levels from first grade to fourth grade. In the fifth grade reading and writing we found almost an equal number of students at levels intermediate and advanced. In the sixth grade there has been progress in the reading and writing as compared to previous years.
- How will patterns across the four modalities affect instructional decisions?
Since writing and reading are the weakest modalities in all grades from first to fourth, we will continue the use of modeled reading and writing, shared reading and writing and guided reading. Reading and writing strategies will be taught during the mini-lessons and students then practice these strategies during independent reading and writing. Further more to reinforce reading the

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students will be grouped for guided reading instruction. In writing the students are guided through a cycle of collecting ideas, choosing a focus, drafting, revising and editing. Conference notes will be kept on all ELLs to create future mini-lessons that will focus and improve their reading and writing ability. Since our sixth graders are showing progress, they will continue to receive the instructional support for reading and writing mentioned above for grades first to fourth and in addition we will also, incorporate in our delivery of a lesson the six recommended scaffolding techniques offered by Quality Teaching for English Learners (QTEL) which will help strengthen all modalities:

- Modeling – giving students clear examples of what is expected of them for imitation. Learners need to be able to see or hear what a developing product looks like.
- Bridging – activating students' prior knowledge. As students realize that their every day knowledge is desired and valued in a class, a sense of wellness in achieving will promote further academic development.
- Contextualization – creating analogies based on students' experiences. Teachers can use metaphors and analogies that bring complex ideas closer to the students' world experience.
- Schema Building – clustering meaning that is interconnected. We organize knowledge and meaning by weaving new information into pre-existing structures of meaning.
- Text Representation – engaging students in activities that require the transformation of linguistic constructions. Students can access content presented in more difficult genres by the act of transforming it into different genres, especially those that are more easily produced.
- Metacognitive Development – thinking and reflecting about learning.

Furthermore, we will consistently integrate the English functions as outlined by the five English as a Second Language Standards:

- Standard 1: English for Information and Understanding
- Standard 2: English for Literacy Response and Expression
- Standard 3: English for Critical Analysis and Evaluation
- Standard 4: English for Social and Classroom Interaction
- Standard 5: English for Cross-Cultural Knowledge and Understanding

Finally, during the Push-In and Pull-Out instructional program component and in the after school supplementary programs, time will be devoted to the development of content, vocabulary, guided reading and shared writing. We will always adjust instruction to meet the need of the ELLs.

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GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET, SCHOOL YEAR 2009-2010

PART B: REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS, FILL IN THE NUMBER OF ELLS TAKING THE ASSESSMENTS IN ENGLISH OR THE NATIVE LANGUAGE IN EACH PROGRAM (COPY AS NEEDED)

Test	Grade	Level I		Level II		Level III		Level IV		Total	
		English	NL	English	NL	English	NL	English	NL	English	NL
ENGLISH											
English Language Arts	3	5		15		3		0		23	N/A
	4	3		15		3		0		21	N/A
	5	0		10		5		0		15	N/A
	6	0		12		3		0		15	N/A
Early Childhood Literacy Assessment System (ECLAS 2)	K										
	1										
	2										
	3										
NYC ELL Interim Assessments	3										
	4										
	5										
	6										

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NYC ELA Interim Assessments	3										
	4										
	5										
	6										
MATH											
NY State	3					22		1		23	0
	4	3		7	1	10	4	2		22	5
	5			4	1	6	4	4	1	14	6
	6	1		2		15				18	0
NYC Interim Assessments	3										
	4										
	5										
	6										
NYSAA	Sp. Ed.										
SCIENCE											
NY State Assessment	4	8		6	1	7	2		1	21	4
NYSAA	Sp. Ed.					1		4		5	
SOCIAL STUDIES											
NYS Test	5			4	1	8	3		2	13	6
NYSAA	Sp. Ed.					8		8		16	
Test	Grade	Level I		Level II		Level III		Level IV		Total	
		English	NL	English	NL	English	NL	English	NL	English	NL
NATIVE LANGUAGE ARTS											
Spanish LAB (for new admits only)	K										
	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										

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EI SOL	K											
	1											
	2											
	3											
ELE	3											
	4											
	5											
	6											
	7											
Chinese Reading Test	8											
	3											
	4											
	5											
	6											
7												
8												

Part B Questions: After a review of the data above, answer the following questions in your LAP narrative for each program

1. 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? Most of our ELLs scored a level two or three in the NYS ELA and NYS Math. In Math, when a student takes the exam in their native language, the results seemed higher.
2. Describe how the school leadership and teachers are using the results of the ELL Interim Assessments. In 2008-2009, the ELL Interim assessment was not administered. Had it been administered the advanced students would have received test prep to help them.
3. What are the implications for the school's LAP and instruction? How is the Native Language used?
Oral translation is used to help Newcomers understand instruction also newcomers and students of two years or less are given glossaries in the content areas or word to word dictionaries.
4. How are the English Proficient students (EPs) assessed in the second (target) language? **(For Dual Language Only)**
N/A
5. What is the level of language proficiency in the second (target) language for EP students? **(For Dual Language Only)**

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N/A

6. How are the English Proficient Students faring in State and City Assessments? **(For Dual Language Only)**

N/A

VI. Planning for ELLs (Include in LAP narrative): Answer the questions below keeping in mind the following CR Part 154 instructional unit requirements for ELLs, grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAMS			
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 daily	45 minutes daily

Answer all, regardless of whether you have these subgroups in your school currently.

1. Describe your plan for SIFE students N/A

2. Describe your plan for ELLs in US schools less than three years (newcomers).
 Students with less than three years (beginner and intermediated proficiency levels) receive 360 minutes of ESL push-in instruction. Emphasis is placed on acquiring vocabulary and having shared experiences. The classrooms have evidence of functional print (ex. desk, door, etc.), large diagrams with important terms, theme word walls, use of pictures next to directions and evidence of group work. These students also receive Extended Day supplementary services under title III.

3. Describe your plan for long-term ELLs (in NYC school six years or more). N/A

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4. Describe your plan for ELLs identified as having special needs.

Depending on the severity of a student's disability, there are two instructional plans for ELLs identified as having special needs at P.S. 229. One model is the CTT Program. This program integrates general education students with special education students in a reduced class registrar. In these classes there is a special education teacher, a general education teacher and a paraprofessional. The ESL teacher pushes in whenever possible and works within the classroom or pushes out. The other model is the self-contained special education class. In the program the ratio is 12:1:1 (twelve students, one special education teacher and one paraprofessional). Here, the ESL teacher pushes in. In both programs, the curriculum is scaffolded and adapted to address the individual needs of special education students.

5. Describe your plan for continuing transitional support for students reaching proficiency on the NYSESLAT.

Students who reach proficiency on the NYSESLAT continue to receive transitional support through academic intervention services and supplementary programs like volunteered Extended Day.

6. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program (as shown above)?

ELLs are grouped into designated classes by proficiency levels and grade. If the classroom teacher is not ESL certified and a certified ESL teacher pushes-in or pulls-out for the required ESL instruction, which is determined by the proficiency level of the students in the class.

7. How is explicit ESL delivered in each program?

Freestanding English as a Second Language is delivered explicitly through small group instruction in a mini lesson format that allows for immediate student feedback and alternate instructional approach before too much time passes between lessons.

8. To what extent are students serviced by ESL teachers pushing-in or pushing-out?

ELLs(50% or less) are placed in regular instructional classes and an ESL certified teacher pushes-in or pulls-out for the time required by the proficiency level of the students in the class. At least 80% of our ELLs are being served in a push-in model.

VII. Resources and support (Include in LAP narrative)

1. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)?

Instructional materials that are being used to support the learning of ELLs include leveled libraries, display charts, word walls with sight words, thematic word walls, pictures, graphic organizers, dictionaries, big books, and hands-on-math and science activities with manipulatives. In Extended Day ELL, "On Our Way to English" is being used. Newcomers from 1 to 6 have level A and B Scott Foresman workbooks.

2. Describe the professional development plan for all personnel of ELLs at the school. (Please include all teachers.)

All of the personnel of ELLs in the school participate in various staff development programs.

- Columbia Teachers College reading and writing project with emphasis on ELL needs.
- Study groups by grade to discuss strategies, update curriculum maps, pacing calendars and cross grade planning.

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- Regional workshop with Debbie White for ELL teachers and teachers with a 25% or more of ELL students in their class.
 - Whole faculty presentations:
 - understanding our English Language Learners
 - First and second language acquisition process
 - multicultural awareness and diversity training
3. Staff development under Title III:
Professional development session devoted to developing reading and writing for Newcomers. (NOV).
Professional development sessions devoted to analyzing assessment and recorded progress students have made (APRIL).
Professional development session devoted to developing efficient lesson plans for Title III after school programs (JUNE).

VIII. Program descriptions (Include in LAP narrative)

Using the information compiled in this form, describe each program model and the language allocation plan for each in narrative form. Attach to this worksheet. SEE ATTACHED

IX. Completing the LAP (Attach narrative to this document and have it reviewed and signed by appropriate regional staff.)

School Principal	Date
Regional Instructional Specialist	Date
Local Instructional Superintendent	Date