



**LYNDON B. JOHNSON SCHOOL
2009-2010
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 27Q223
ADDRESS: 125-20 SUTPHIN BLVD
JAMAICA, NEW YORK 11434
TELEPHONE: (718) 322-9012
FAX: (718) 925-9020**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS223Q **SCHOOL NAME:** Lyndon B. Johnson

DISTRICT: 27 **SSO NAME/NETWORK #:** Empowerment Network

SCHOOL ADDRESS: 125-20 Sutphin Blvd Jamaica, New York 11434

SCHOOL TELEPHONE: (718) 322-9012 **FAX:** (718) 925-9020

SCHOOL CONTACT PERSON: Mrs. Deborah Otto **EMAIL ADDRESS:** dotto@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Sandra R. Wilks-Duplan

PRINCIPAL Deborah Otto

UFT CHAPTER LEADER Sandra R. Wilks-Duplan

**PARENTS' ASSOCIATION
PRESIDENT** Shelley Brock-Harrington
Stacey Williams

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Michele Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s*; 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 an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Deborah Otto	*Principal or Designee	
Sandra R. Wilks-Duplan	*UFT Chapter Chairperson or Designee	
Shelley Brock-Harrington	*PA/PTA President	
Stacey Williams	*PA/PTA Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Diane Thomas	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Fatima Iglesias	Teacher	
Janis Roderick	Teacher	
Ethel Williams	Paraprofessional	
Bilal Karrem	Parent Representative	
Robert Clark	Parent Representative	
Pat Witherspoon	Teacher	
Desiree Albright	Parent Representative	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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.

P. S. 223Q is a three-story barrier free school built in 1974, serving full day Pre-Kindergarten through fifth grade students. The building is partially air-conditioned, including most of the first floor and the library. The school has two schoolyards, one of which is a fully functional playground, appropriate for grades Pre K. The second schoolyard is large paved area, equipped with basketball courts and tennis courts. This yard serves as the main play/recreational area and is used for morning lineup, lunch recess, and after school activities including the New York Junior Tennis League Schoolyard Tennis program.

A Jamaica Hospital School Health Program is funded through the New York State School-based Health Center Program is located on the first floor of the building. This program includes a full time nurse and social worker, as well as an on site doctor several days a week. This grant provides medical services to students throughout southeast Queens. This program provides regular check-ups and on time immunizations for students. It has a tremendous impact on the health and well being of the students, many of whom would be unable to afford these services otherwise.

The school currently houses two (2) Pre-kindergarten classes (one general Education Class and one Collaborative Team Teaching Class), six (6) Kindergarten classes (five General Education Classes and one Special Education Class), six (6) First Grade Classes (five General Education Classes and one Special Education Class), Five (5) Second Grade Classes (One Astre Class, and four general Education Classes), Seven (7) Third Grade Classes (One Astre Class and five General Education Classes and one Special Education Class), Five (5) Fourth Grade Classes (One Astre Class, one Collaborative Team Teaching class, and Three General Education Classes, Seven (7) Fifth Grade Classes (One Astre class, two Special Education Classes and four General Education Classes). The school is proud of its commitment to the Special Education population. Included in the Special Education program are Two (2) Collaborative Team Teaching Classes (Integrated General and Special Education students), one in the Pre-K and one in Fourth Grade, as well as five self-contained classes (12:1:1). We have other students who are entitled to support services such as mandated counseling, resource room, and speech. Approximately 11.3% of the students have Individual Education Plans (IEP's). Our Pupil Personnel Team and LRE Committee ensure that all of our students have their special needs addressed. Our team also includes professionals who provide adaptive physical education, occupational, physical, and speech therapy according to the terms of the students' Individual Educational Plans (IEP's). Each classroom is equipped with a minimum of two computers and children have opportunities to use a variety of instructional software programs. These programs have strengthened their skills in literacy and math daily.

The community of P.S. 223 is proud of the many accomplishments we have obtained:

- Elected to be part of the Empowerment School support system for the third year
- Dedicated to increasing academic rigor for all students through differentiated professional development and implementation of differentiated tasks throughout our learning community
- Formed inquiry teams to gather and analyze data to provide a complete view of the learning outcomes and needs of individual students

- Bringing a successful Collaborative Team Teaching class from Grade 3 to Grade 4
- Gifted and talented classes in Grades 2 - 5 challenge students to achieve their full potential
- The purchase of 2-3 desktops for each classroom, as well as eleven (11) Promethean Active Boards
- Dedication to using technology in the classroom through Mobi /Clicker and new web based programs for differentiating instruction: Study Island, Fast Forward and Renzulli
- Successful utilization of Smart Boards throughout the school
- Outside of School Time program (OST) for students is now in its third year
- An after school dance program taught by professional is offered to students
- A tennis program is offered to the students during which they are given lessons by the New York Junior Tennis League
- Student attendance has shown significant improvement
- Participant in the Core Knowledge Reading Pilot Program in First Grade which was offered to only ten schools by the Chancellor of the New York City Department of Education. This is our second year of participation in this three year pilot program.
- Met all of our Annual Yearly Progress targets through Safe Harbor in all subject areas and for all subgroups
- Met and exceeded our 2008-2009 CEP School Goals
- Teachers work collaboratively on their grade level as well as across grades that has developed the culture of P223

Aligned with our Mission Statement: "The staff, parents, and community of Public School 223Q are committed to providing all students with the necessary tools to become independent and productive life-long learners" we have initiated successful programs that have increased the number of students on performance Levels 3 and 4 and decreased the number of students on Levels 1 and 2 on New York State Standardized Assessments.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Lyndon B. Johnson				
District:	27	DBN #:	27Q223	School BEDS Code #:	342700010223

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2007	2008	2009	(As of June 30 – % of days students attended)	2007	2008	2009		
Pre-K	53	35	35		93.1	94.3	TBD		
Kindergarten	93	108	101						
Grade 1	116	109	107						
Grade 2	78	114	102	Student Mobility: (% of Enrollment as of June 30)	2007	2008	2009		
Grade 3	117	108	123		89.0	90.1	TBD		
Grade 4	120	108	98						
Grade 5	106	125	108	Eligible for Free Lunch:					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2007	2008	2009		
Grade 7	0	0	0		73.2	76.0	TBD		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing:					
Grade 10	0	0	0	(Total Number as of June 30)	2007	2008	2009		
Grade 11	0	0	0		9	8	TBD		
Grade 12	0	0	0						
Ungraded Elementary	1	12	0	Recent Immigrants:					
Ungraded Secondary	0	0	0	(Total Number as of October 31)	2007	2008	2009		
Total	695	699	674		1	0	TBD		
Special Education Enrollment:				Suspensions:					
(October 31)	2007	2008	2009	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2007	2008	2009		
Number in Self-Contained Classes	64	56	39						
No. in Collaborative Team Teaching (CTT) Classes	3	12	23	Principal Suspensions	0	2	TBD		
Number all others	49	39	17	Superintendent Suspensions	2	1	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2007	2008	2009
(October 31)	2007	2008	2009	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	27	30	17	Number of Staff:			
# ELLs with IEPs	0	3	1	(As of October 31; includes all full and part-time staff)	2007	2008	2009
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	58	62	68
				Number of Administrators and Other Professionals	16	14	15
Overage Students:							
(# entering students overage for grade as of October 31)	2007	2008	2009	Number of Educational Paraprofessionals	12	12	12
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2007	2008	2009
(% of Enrollment as of October 31)	2007	2008	2009	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaskan Native	1.3	1.0	1.04	Percent more than two years teaching in this school	84.5%	77.4%	TBD
Black or African American	77.7	73.0	71.47	Percent more than five years teaching anywhere	69.0%	69.4%	TBD
Hispanic or Latino	10.1	11.2	12.03				
Asian or Native Hawaiian/Other Pacific Isl.	9.6	9.9	9.5	Percent Masters Degree or higher	88.0%	90.0%	TBD
White	1.3	1.3	1.33	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.7%	98.8%	TBD
Multi-racial	0	2.7	3.71				
Male	50.2	49.6	48.9				
Female	549.8	50.4	51.1				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/> NCLB Restructured – Year ____		<input type="checkbox"/> School Requiring Academic	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
			Progress (SRAP) – Year ____			
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	√	√	-			
White	-	-	-			
Multiracial	-	-	-			
Other Groups						
Students with Disabilities	√SH	√	√			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	5	5	4	0	0	0
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	83.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	19.6	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	49.6	Quality Statement 4: Align Capacity Building to Goals	Well Developed

Additional Credit	5.3		Quality Statement 5: Monitor and Revise	Proficient
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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.) 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 highlights 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?
-

Our school has been identified as a School in Good Standing, having met our AYP for Students with Disabilities through Safe Harbor two years in a row. We received a Progress Report Grade of "A" for 2007-2008 and 2008-2009, which is an improvement over our 2006-2007 Progress Report Grade of "C". This determination was based on student performance on the New York State Math and ELA Standardized Assessments. A reference to the School Report Card indicates marked improvements in both ELA and Math scores. In 2008-2009, 69% of our student population tested in Levels 3 or 4 on the ELA State Assessment, showing an increase of 15% over the previous year's scores. Likewise, our students tested in Levels 3 or 4 in the Math State Assessment at 85%, showing an increase of 2% over 2007-2008. Our 2008-2009 Progress Report shows the percentage of students in our school's lowest 1/3 students making at least one year of progress is 84.7% in ELA and 76.1% in Math.

The above data indicates steady growth and improvement in the performance of both students scoring Levels 3 and 4, as well as students performing at the lowest 1/3 level in ELA and Math.

Our most significant strength is in the support systems we have in place to support our struggling students and to challenge our gifted students. We accomplish this through our various Academic Intervention Services in ELA, Mathematics, Science, and Social Studies. In addition to our daily push-in and pull-out programs we also offer students assistance through the 37½ minutes Extended Day period, our Building Blocks after school Program, Lunch-&-Learn, and Saturday Morning Institute.

An analysis of the 2008-2009 data and the 2007-2008 Quality Review Report has helped us identify our needs and barriers. They are defined as:

- Measuring our performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas
- Ensuring that teachers use school, class and student data to plan for and provide instruction that meets the specific needs of all the students in their charge
- Sharing whole school goals with all members of the school community to rigorously improve the performance and progress of students through differentiated instruction
- Using frequent observation of classroom teaching by the administrative personnel and other available information for improving the quality of each teacher's instruction

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 (SINI/SRAP/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.

Based on our Needs Assessment, the Annual School Goals for this year are:

1. **By June, 2010, students will improve their writing skills across the curriculum to increase student performance by 5%. Students will increase one rubric level from a draft to a finished writing product. This will be accomplished through a diagnostic approach to teaching and learning.**
 - Differentiate instruction to meet student needs based upon ongoing analysis of data
 - Commonalities will be evident from analyzing the successes & challenges of the students
 - Grouping will be based on an analysis of the use of writing strategies
2. **Differentiate and individualize instruction by conducting ongoing analysis of data to identify trends in student performance. Through analysis, instruction will be addressed accordingly and will result in an increase of 5% student growth in all performance levels by June 2010.**
 - Analyses of assessment data will be used to restructure student groups, select appropriate instructional materials and differentiate instruction based upon student needs
 - The assessment data will be generated by New York State and City Assessments, New York City ACUITY and school, program and teacher generated soft data assessments
 - Periodic review will be conducted every four to six weeks, using teacher/school generated assessments
 - Individualized Action Plans will be created and utilized, enabling each student to have the educational growth necessary to meet their specific needs
3. **Teachers and students will set short term and long term goals which are time scaled and benchmarked. This will result in a teacher/student awareness of the educational outcome to be achieved and the formulation of a plan for goal achievement. Achievement of goals set by the teachers and students will result in an increase in student performance of 5% by June 2010.**
 - Goal setting by teachers will take the form of SMART professional goals developed through student conferences resulting in rigorous teaching based upon raising student achievement
 - Students will formulate, periodically review and update their personal educational goals
4. **The process of Curriculum Mapping will be used as a model to review, plan and pace the Literacy Block and improve student literacy for the 2009-2010 school year for Grades Kindergarten, Grades 2, 3, 4 and 5.**
5. **Improve communication between staff, administration and parents by 3% as measured on the Spring 2010 Learning Environment Survey.**
 - Sharing and discussing foci in meeting agendas
 - Distribution of Weekly Highlights to staff informing them of curriculum and administrative matters to addressed.
 - On going professional learning sessions based on the needs expressed by teachers and staff
 - Workshops for parents based on school foci and parent requests

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 (SINI/SRAP/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): Student Writing Across the Curriculum

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>As per our needs assessment we found that not enough writing was infused across the curriculum. By June, 2010, students will improve their writing skills across the curriculum, increasing student performance by 5% on Levels 3 and 4 on task specific rubrics from a draft to a finished Writing product.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Our students will demonstrate higher levels of achievement on Writing rubrics in all areas of the curriculum. We will determine the best course of instruction, aligned with the needs of all the students, to improve their future performance on Writing rubrics.</p> <p>Actions/Strategies:</p> <ul style="list-style-type: none"> • Differentiate instruction to meet student needs based upon analysis of soft data • Identify commonalities by analyzing the successes & challenges of the students • Group students based on an analysis of their use of writing strategies • Support the needs of the students with writing strategies that will improve their academic performance across the curriculum areas • Conduct ongoing analysis of data to identify trends in student performance in order to individualize and differentiate instruction • Identify student’s writing needs through: <ul style="list-style-type: none"> ○ A Task Specific Rubric ○ Soft Data Assessments ○ ECLAS 2 ○ Writing Portfolio Tasks ○ Teacher-Students Writing Conferences ○ Preparation for the New York Stated Standardized Tests • Writing skills intervention will be achieved by: <ul style="list-style-type: none"> ○ School-wide vocabulary improvement initiative – “Key Words” ○ School-wide, grade appropriate, student made personal dictionaries

	<ul style="list-style-type: none"> ○ Writing Workshop Model ○ Graphic Organizers ○ Teacher-Student Writing Conferences ○ Peer Conferencing ○ Teacher Modeling ○ Interactive Writing ○ Unit Genre Study ○ Unit Skill Study ○ Reflections in Math ○ Response to Literature ○ Wilson Writing Program ○ Document Based Question responses ○ Scientific Process Reporting ○ Collins Writing Program <p>Target Population: Our target population will be all the students in Grades K-5, including Special Education and ELL.</p> <p>Responsible Staff Members: Principal, Assistant Principal, classroom teachers, cluster teachers, resource room teachers, AIS providers, coaches, data specialist, ELL teacher and the IEP teacher/Testing Coordinator, Educational Assistants.</p> <p>Timeline: Ongoing throughout the 2009-2010 school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funds that were allocated in June: NYSTL, Tax Levy, Title 1 Funds, School Quality 35 and Rollover Title 1 Correct 91 Funds</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Anticipated 5% increase of the number of students achieving Levels 3 and 4 and a decrease of 10% for students performing on Levels 1 and 2 on task specific Writing rubrics across the curriculum. • Periodic reviews will be conducted utilizing a variety school, program and teacher generated assessment tools.
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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 (SINI/SRAP/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): Differentiated Instruction

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>We determined that DI was not consistently being utilized as per our walkthrough, Differentiate and individualize instruction by conducting ongoing analysis of data to identify trends in student performance. Through analysis, instruction will be addressed accordingly and will result in an increase of 5% student growth in all performance levels by June 2010.</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>Actions/ Strategies:</p> <ul style="list-style-type: none"> • Use results from periodic hard and soft data to enable us establish flexible grouping • Periodic assessment will be reviewed every four to six weeks, using teacher and school generated assessments and every three to four months, using New York City assessments • Development of Individual Student Action Plans, utilizing periodic soft assessment data, through which we will effectively support each student • Use flexible grouping to develop academic rigor and high expectations as measured by growth on the NYS Assessments • Identify commonalities in student achievement based on academic successes & challenges

- Create a data collection system to promote collaboration between classroom teachers and AIS staff
- Soft data results will be evaluated by utilizing school and teacher created rubrics along with the New York City and State standards
- Use technology in the classroom: desktop and laptop computers, Smart Boards, Promethean Boards, Mobi/Clicker and web based programs (Study Island, Fast Forward, Renzulli)
- Teachers will identify the learning styles of students and utilize the information to differentiate instruction
- Ongoing examination of data that indicates each student's progress level to identify their strengths and challenges
- Parents will be familiarized with state standards and differentiated instruction
- Study groups will meet to plan effective strategies and lessons to increase student performance and raise academic rigor
- Professional learning on differentiated instruction and flexible grouping
- Ongoing professional learning utilizing New York State Standards and performance indicators to drive instruction
- Parent workshops
- Ongoing professional development
- Support from AUSSIE and Cambridge consultants
- Periodic review will be conducted every four to six weeks, using teacher/school generated assessments

Target population:

Our target population will be all the students in Grades K-5, including Special Education and ELL.

Responsible Staff Members :

Principal, Assistant Principal, classroom teachers, cluster teachers, resource room teachers, AIS providers, coaches, the data specialist, ELL teacher and the IEP teacher/Testing Coordinator, Educational assistants.

Timeline:

This plan will be implemented throughout the 2009-2010 school year.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>NYSTL, Tax Levy, Title 1 Funds, School Quality 35 and Rollover Title 1 Correct 91 Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Utilizing flexible grouping and differentiated instruction to increase academic rigor resulting in an increase in all student performance levels by 5% for the 2009-2010 school year. • Student success will be measured by periodically reviewing their progress on school, program and teacher generated rubrics and the results of standardized tests and interim assessments.

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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Goal Setting

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>As a result of our grade level Data meetings we found that teachers were not consistently utilizing student goals and Unit goals. We decided that Teachers and students will set short term and long term goals which are time scaled and benchmarked. This will result in a teacher/student awareness of the educational outcome to be achieved and the formulation of a plan for goal achievement. Achievement of goals set by the teachers and students will result in an increase in student performance of 5% by June 2010.</p>
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<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"> • Teachers will set SMART professional goals for the instructional achievement of their students, resulting in rigorous teaching based upon raising student achievement. • Students will set personal educational goals through conferencing with their teachers, periodically reviewing and updating them throughout the school year <p>Actions/Strategies:</p> <ul style="list-style-type: none"> • Teachers set SMART professional goals for the 2009-2010 school year • Teachers set student educational goals after conferencing with their students • Student goals will be displayed in the classrooms • Teachers conference with students to develop personal goals based on knowledge of their strengths and weaknesses • Teachers will be provided profession development in differentiated instruction • Student goals will be achieved through differentiation of instruction <p>Target population: Our target population will be all the students in Grades K-5, including Special Education and ELL.</p> <p>Responsible Staff Members : Principal, Assistant Principal, classroom teachers, cluster teachers, resource room teachers, AIS providers, coaches, the data specialist, ELL teacher and the IEP teacher/Testing Coordinator, Educational assistants.</p> <p>Timeline: This plan will be implemented throughout the 2009-2010 school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>NYSTL, Tax Levy, Title 1 Funds, School Quality 35 and Rollover Title 1 Correct 91 Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student goal review and updating will be conducted every month through teacher/student conferences • Teacher goal review and updating will be conducted through periodic teacher/supervisor conferences • Anticipated increase in student performance of 5% by June 2010.

	<ul style="list-style-type: none"> • Flexible Grouping
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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 (SINI/SRAP/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): Curriculum Mapping

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In 2008-2009 we found that we had inconsistent implementation of common curriculum which lead us to the process of Curriculum Mapping, will be used as a model to review and plan the Literacy Block and improve student literacy by 5% for the 2009-2010 school year for Grades Kindergarten, Grades 2, 3, 4 and 5.</p> <ul style="list-style-type: none"> • Provide evidence of our school’s ongoing curriculum and school wide planning • Teachers will take part in collegial relationships wherein they make data-based decisions about grade-level, cross-grade level and instructional practices • Teachers will build personal ownership of the curriculum through the mapping process, empowering them, and subsequently, improving student learning
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/Strategies:</p> <ul style="list-style-type: none"> • Create quality data-based curriculum maps and utilize the maps for curricular dialogue • Build a community by collaboratively planning the literacy instruction block in units of time for the school year • Utilize the curriculum map to develop students in literacy • Teachers will become familiar using curriculum maps which will assist them with their lesson plans • Through multi-grade collaborative planning and map creation teachers will align their instruction both horizontally and vertically • The curriculum mapping will provide information, enabling teachers to identify and address curricular gaps and repetitions • Teachers will incorporate New York State and City standards and performance indicators into their planning <p>Target population: Our target population will be all the students in Grades K-5, including Special Education and ELL.</p> <p>Responsible Staff Members : Principal, Assistant Principal, classroom teachers, cluster teachers, resource room teachers, AIS providers, coaches, the data specialist, ELL teacher and the IEP teacher/Testing Coordinator, Educational assistants.</p> <p>Timeline: This plan will be implemented throughout the 2009-2010 school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>NYSTL, Tax Levy, Title 1 Funds, School Quality 35 and Rollover Title 1 Correct 91 Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review and revision of Curriculum Maps by teachers at the end of each unit of study • Collaborative teacher review and revision of curriculum maps in the Spring of 2010

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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 (SINI/SRAP/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): Communication

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	As per our Learning survey of 2009 we found a need to improve communication between staff, parents and administration by 3% as measured on the Spring 2010 Learning Environment Survey.
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>	Actions/Strategies: <ul style="list-style-type: none"> • Purchase of messaging service which calls parents to inform them of attendance issues as well as activities going on in school • Purchase of school agendas for each student to increase communication between school and home • Parent Newsletters written by each grade level • Parent workshops given twice a month by the parent coordinator • Monthly PTA meetings

	<ul style="list-style-type: none"> • Family Activity nights(literacy, movie, bingo, Harlem Magic) • Purchase of elect ronic Marquee board placed in the lobby of the building displaying important information as well as welcoming people into the building • Weekly Highlights distributed to all staff members • Professional Learning sessions • Agendas and materials from workshop available for review by staff who were unable to attend the sessions <p>Target population: Parents, teachers, staff and administration.</p> <p>Responsible Staff Members: Principal, Assistant Principal, classroom teachers, cluster teachers, resource room teachers, AIS providers, coaches, data specialist, ELL teacher and the IEP teacher/Testing Coordinator, Educational Assistants, parent coordinator.</p> <p>Timeline: This plan will be implemented throughout the 2009-2010 school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>NYSTL, Tax Levy, Title 1 Funds, School Quality 35 and Rollover Title 1 Correct 91 Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of School Survey findings of staff and parents in the Spring of 2010 • Attendance and participation in professional learning sessions • Anticipated 3% improvement in communication between staff, administration and parents as measured on the Spring 2010 Learning Environment Survey. • Mid Year Survey to our Parents and teachers • Attendance and participation for Parental Weekly Workshops

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), 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 SINI AND SRAP SCHOOLS

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 (CFE) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED 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	19	19	N/A	N/A	2	0	0	0
1	16	16	N/A	N/A	3	0	0	0
2	20	23	N/A	N/A	0	0	0	0
3	39	23	N/A	N/A	2	0	0	0
4	36	36	36	36	0	0	0	0
5	32	32	32	32	0	0	0	0
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>English as a Second Language:</p> <ul style="list-style-type: none"> • Edison Wesley ESL and Hampton Brown Programs • Small group, pull-out instruction • Service is provided during the school day in 45 minute periods and after school for the Second, Third, Fourth and Fifth Grade ELL children <p>SETSS:</p> <ul style="list-style-type: none"> • Wilson, Foundations, Balanced Literacy, Writing Workshop, Scholastic Reading Skills, Voyager Passport and Kaplan Reading Programs • Small group, pull-out instruction • Service is provided during the school day in 45 minute periods <p>AIS:</p> <ul style="list-style-type: none"> • Kaplan Reading Program, Wilson, Foundations, Voyager Passport, Balanced Literacy, Open Court Reading Program and Core Knowledge Reading Pilot Program • Push-in and pull-out instruction for at-risk children is carried out through the use of small group and one-to-one instruction • Instruction is differentiated in all ELA classes • Service is provided during the school day in 45 minute periods, Extended Day time and through “Lunch and Learn”. • Children are also instructed through our, one hour per day/three day a week, after school program called Building Blocks. • Our Saturday program instructs children for 3 hours each Saturday
Mathematics:	<p>SETSS:</p> <ul style="list-style-type: none"> • Everyday Mathematics, Coach and Kaplan Programs • Small group, pullout instruction • Service is provided during the school day in 45 minute periods

	<p>AIS:</p> <ul style="list-style-type: none"> • Everyday Mathematics, Kaplan and Coach Programs • Push-in and pull-out, differentiated instruction is carried out through the use of small group and one-to-one instruction • Service is provided during the school day in 45 minute periods, Extended Day time and “Lunch and Learn”. • Through our Chess Club and the “24” Club, children are challenged in critical thinking and problem solving. This club meets for 45 minutes/once a week. • Children are also instructed through our, one hour per day/three day a week, after school program called Building Blocks. • Our Saturday program instructs children for 3 hours each Saturday
<p>Science:</p>	<p>SETSS:</p> <ul style="list-style-type: none"> • Core Knowledge, FOSS and McGraw Hill Programs • Small group, pullout instruction • Service is provided during the school day in 45 minute periods <p>AIS:</p> <ul style="list-style-type: none"> • FOSS and Delta System Programs • Push-in and pull-out instruction is carried out through whole class, group and one-to- one instruction • Service is provided during the school day in 45 minute periods
<p>Social Studies:</p>	<p>SETSS:</p> <ul style="list-style-type: none"> • Pearson Learning and Silver Burdett-Ginn Programs • Small group, pullout instruction • Service is provided during the school day in 45 minute periods <p>AIS:</p> <ul style="list-style-type: none"> • Core Knowledge, and Coach Programs • Small group, pullout instruction • Service is provided during the school day in 45 minute periods
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor meets with students whose IEPs mandate this service as well as students who are At-Risk. Small group counseling is provided during the school day. This service provides social and emotional support for students who exhibit poor peer relations, low self-esteem, poor self-image and the inability to solve conflict adequately, along with anger management issues.</p>

At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	Jamaica Hospital at P.S.223

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

NCLB/SED requirement for all schools

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

Language Allocation Policy & Worksheets: See Attachment #1

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

Type of Program: ___ Bilingual ESL ___ Both Number of LEP (ELL) Students Served in 2009-10: ___ 19 ___
(No more than 2 pages)

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

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

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

PS 223Q currently provides ESL instruction to eligible students under the State and the City regulations and mandates. Parents requesting bilingual service for their children may ask for a transfer option due to the lack of ELLs to form a bilingual program.

The ESL program is conducted by a full-time licensed ESL teacher in a pull-out model. Students consist of 3 Kindergarteners, 4 First Graders, 3 Second Graders, 6 Third Graders, 2 Fourth Graders and 1 Fifth Grader, who are grouped by their levels and either receive 360 minutes or 180 minutes ESL instruction based on their Lab-R and NYSESLAT benchmark cutoffs.

Program planning, management and instruction highlights:

- **Potential ELLs are identified via the Home Language Identification Survey (HLIS).**

- **Parent orientation is conducted for parents of new ELLs with parents' guide, video demo, program selection forms, etc.**
- **Potential ELLs tested eligible for ESL service are placed in the program within ten days of admission, with reference to parents' choices and options.**
- **Interdisciplinary/multicultural instruction is used under the guidance of the Standards and the Curriculum frameworks.**
- **ESL instruction incorporates all content areas, with focus on literacy and math and reflects the school models such as Balanced Literacy, Core Knowledge, balanced mathematics prototypes and hands-on activities.**
- **The classroom is equipped with five internet-ready computers. Students use interactive reading software for practice. Technology is an important part of the program.**
- **Funds are allocated for the purchase of materials appropriate for the ELLs.**
- **Students are assessed by their work, interim tests and standardized testing. Statistics are used for planning and instruction.**
- **AIS is provided for some students. An after-school program is open to ELLs above the second grade. A number of ELL's also participated in the tennis and chess clubs.**

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

- **Parents are closely involved in all school processes. New ELL parents attend orientation workshops and receive information about the school system, the programs eligible to their children, the regulations and their rights. They are assisted in completing the Parent Survey and Program Choice form.**
- **Parents are notified of school events appropriately. They receive help with bilingual translations.**
- **Parents are offered workshops on various topics including standards, testing, homework and techniques to help their children with Math and Reading.**
- **The school parent coordinator also maintains close contact with the ELL parents, providing them with assistance and inviting them to school-wide and community events.**

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

The new ELLs receive a tour of the school with attention to the restrooms, cafeteria, health room, library and the take-in dismissal sites. They are introduced to their teachers. Basic words and signs will be posted and explained.

Some of the new ELLs may receive speech service, physical therapy, guidance counseling and visits to the psychologists.

IV. **Staff Development (2009-1009 activities—tentative dates and ELL-related topics):** Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Professional development will be provided by the ESL teacher, the math and literacy coaches in joint efforts to teachers on topics including second language acquisition theory and practice, ESL standards, assessment, instructional strategies and parent involvement. The external private contractors will deliver their expertise in the area as the school is administered as an Empowerment School. Professional development on meeting the needs of the ELL students through differentiated instruction is planned for this school year.

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

The school provided and is still providing an after-school Reading and Math program to the ELLs on Tuesdays, Wednesdays and Thursdays. Some ELLs are also attending the Saturday school. Clubs are open and are available to the ELLs as well.

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

Bilingual programs are not open at this school site and no native language assessments have been administered.

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

School Building: _____ PS 223Q _____ District _____ 27 _____

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

Number of Teachers 2007-2008		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	
0	1	0	0	0	0	

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

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

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

Part D: CR Part 154 – Sample Student Schedules

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

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

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

School District: ___ 27 ___

School Building: ___ PS 223Q ___

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	ESL	Reading/ Writing-ELA	ESL	Reading/ Writing-ELA	ESL
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	ESL	Social Studies	ESL	Reading/ Writing-ELA	ESL
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	Reading/ Writing-ELA	ESL	Social Studies	ESL	Reading/ Writing-ELA
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	Social Studies	Writing	Math	Science	Science
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	Math	Math	Math	Math	Math
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	Lunch	Lunch	Lunch	Lunch	Lunch
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	Math	Math	Science	Math	Math
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:	Extended Day	Extended Day	Extended Day	Extended Day	
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

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

School District: _____ School Building: _____

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

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

Form TIII – A (1) (a)

Grade Level(s) K,1, 2, 3, 4 & 5 **Number of Students to be Served:** 19 **LEP** _____ **Non-LEP** _____

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

There is no LEP program funded under Title III, Part A, NCLB at the site of this school year. Granted the fund in the future, PS 223Q will run an after-school reading and math program for ELLs or LEP students, starting immediately and ending in June, 2010. The program will be open to the ELLs from the 2nd Grade and above, currently with 12 potential attendees. A one-hour session will be delivered by a certified ESL teacher on every Tuesday, Wednesday and Thursday from 3:30 p.m. to 4:30 p.m.

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.

The Title III program will focus on Reading and Math. Statistics and research all point to the face that the LEP students or ELLs first overcome the barriers in listening and speaking. All this is done in a relatively short period of time. Reading takes much longer to master for the ELLs, when the same criteria for the non-ELLs are applied. The inadequacy in reading also impedes in the academic performance in other areas, namely, Math, Science and Social Studies. Therefore, the Title III program will first of all address the students' needs centered around Reading, including vocabulary, sentence structures, basic writing, comprehension and other higher thinking skills. It will align itself with the New York State ESL and ELA standards. Graded materials of different themes and genres will be used. Students will also be given practice in test taking. In the area of Math, students will develop Math vocabulary and important concepts. More than simply remembering words, students will apply concepts and strategies for solve problems. Considering the background of the ELLs, the program instructor will use proper effective WSL strategies targeted at those students, such as sheltering and scaffolding. The ultimate goal is to help them not only learn English and Math well but also enjoy learning and become self-sufficient in learning.

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.

The Title III program recognizes the need to provide staff development for the teachers involved with the LEP students or ELLs. The administrators, Math/Literacy specialists and the ELL teachers will all participate in the efforts. Besides the resources and personnel available at the school, external specialists or experts will be sought to give workshops and direct training, covering a variety of areas such as laws and regulations, instructional approaches and strategies, books and materials, cultural awareness, and parent involvement.

Form TIII – A (1) (b)

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

Allocation: Title III Program in 2009-2010		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$3000.00	Per session for ESL teacher
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

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.

We have taken proper steps to measure and coordinate the needs and resources. Using data gathered at parent orientation, workshops, and conferences, we discovered about 30% of the ELL parents need translations, The school has personnel versed in English, Spanish, Chinese, Urdu, Arabic, French (Creole), Punjabi, Bengali, Arabic, Urdu, and Russian, covering all the language spectrum of the ELL parents.

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

The administrators, parent coordinator, family assistant, and teachers have all worked together to provide parents the necessary help in written and oral translation. The school community has been made aware of the needs of the ELL parents. Multilingual signs advertising help to parents have been posted in the school lobby. School letters and important documents have been distributed in bilingual versions or translations.

Part B: Strategies and Activities

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

The school will continue to provide written translations to parents. Our resources indicate we will be able to meet the current needs of our parents. If new needs arise that we are unable to address, we will seek external help, including purchasing services. In order to ensure timely provision of translation, important documents are available in bilingual versions or translations.

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.

The school will continue to provide oral translation for parents as needs arise. We use school personnel and parent volunteers in the past, and we will continue to use them this year. Whenever needed, we will purchase translations service from an outside contractor.

2. 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>.

The school will comply with Section VII of the Chancellor's Regulations A-663, regarding parental notification requirements for translation and interpretation services. We will investigate our key areas of needs, organize our resources, tap into external help, and make sure that the parents receive the best service we can deliver.

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

1. Enter the anticipated Title I allocation for the school for 2009-2010 _____ \$450,258
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program _____ \$4,162
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified _____ \$20,810
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year _____ 100%
5. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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.**

School Parental Involvement Policy - See Attachment #2

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement

policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

School Parental Involvement Policy PS 223Q

P.S. 223 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S. 223 agree to implement the following statutory requirements:

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

- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S.223 will take actions to involve parents in the joint development of its school parental involvement plan under Section 1112 of the Elementary and Secondary Education Act (ESEA).
2. P.S. 223 will take actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA.

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

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- P.S. 223 will coordinate and integrate Title I parental involvement strategies through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.
 - The school will help parents gain access to support services by other agencies, such as health care (Jamaica Hospital on-site), Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

- **The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:**
 - **The State’s academic content standards**
 - **The State’s student academic achievement standards**
 - **The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators.**
- **Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.**
 - **Through the efforts of the Parent Coordinator, and the PTA President along with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.**
- **Parents will be invited to attend culminating celebrations marking their child’s success at the school.**
- **School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including tests dates, school events and open school.**
- **The school calendar will be disseminated each month by mail to all parents, one week before the start of the month.**

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Professional development for parents provided by parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matter.

ELL Professional Development:

ELL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development:

Professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

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

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

School-Parent Compact - See Attachment #3

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

PS 223Q will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

PS 223Q will use disaggregated student results on State assessments Grades 3-5, District benchmark assessments, ARIS, New York Start, ACUITY, the Early Childhood Language Arts System (ECLAS 2), DIBELS, Woodcock-Johnson III and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

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

As a School wide Program school, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school.

Key strategies include:

- **Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.**
- **Implementation of the citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.**
- **Use of all available data, including disaggregated State and City assessments grades 3-5, ARIS, New York Start, ACUITY, the Early Childhood Language Arts System (ECLAS), DIBELS, Woodcock-Johnson III and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.**
- **The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.**
- **Opportunities for applied learning.**
- **The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.**
- **The use of culturally balanced instructional programs and materials.**
- **Effective use of technology to support instruction and student learning.**
- **Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.**

All school-wide reform strategies being implemented at P.S. 223Q are designed to implement the District Comprehensive Educational Plan NCLB Addendum.

3. Instruction by highly qualified staff.

All teachers hired in PS 223, for the 2009-10 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members,

Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC. Teachers in PS 223 that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration. PS 223, and the Empowerment Network #21 provides extensive professional development, mentoring and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

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 School wide Program to meet the State's student academic standards.

PS 223, will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, ACUITY training, Smart Board training, new technological applications, ARIS; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated at P.S. 223Q by a Professional Development Team, which includes the Principal, Assistant Principal, coaches, lead teachers and staff developers. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups. In addition, an extensive teacher-mentoring program, which is a critical component of the support and professional development for new teachers, is in place at PS 223. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives FRED
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data ARIS
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.
- Training for parents and community members will include:
- Support for parents' understanding of, and participation in instructional initiatives

- Parent literacy development (Basic education, and ESL classes, computer classes, FR.E.D.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

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

The District has assisted all schools in the placement of 100% certified staff. Beginning in the spring of 2010 and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the District. The District also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows. Additionally, ongoing recruitment strategies by the District included advertising and recruiting on college campuses in various states and internationally. P.S. 223Q will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

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

PS 223, will describe in their CEPs the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, each school will hire a fulltime Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, *PS 223* will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically. The Parent Support Offices, located in the Learning Support Center will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and issues that cannot be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week. The Parent Support Officer in the Learning Support Centers will also help coordinate the activities of the Parent Coordinator for *PS 223*. Additional support for *PS 223*, will be provided by the District and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team will work closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.

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.

Activities for Teachers

- **Provide transition activities that include talking, singing songs, and playing games with children about growing up and making changes.**
- **Provide many opportunities for children and their parents to become familiar with the kindergarten setting.**
- **Give parents accurate information about the skills needed for a child to transition to kindergarten.**
- **Demonstrate interest and support to each child's family through phone calls and other personal contacts.**
- **Structure developmentally appropriate classroom practices that promote the PreKindergarten standards**
- **Provide opportunities for parents to volunteer in the classroom.**
- **Provide learning activities for parents to do with their children at home.**
- **Invite elementary teachers to visit preschool classrooms, and preschool teachers to visit elementary school classrooms.**
- **Coordinate activities between preschools and kindergarten – programs, workshops, visits to school playgrounds, etc.**
- **Invite preschool groups to attend certain school activities like celebrations, parades, or other special events.**

Activities for School Administrators

- **Facilitate development of a transition plan for each child that provides for instruction, support, and assistance through the third grade.**
- **Enable transfer of each child's preschool records to the elementary school (with parental consent).**
- **Organize parent meetings where preschool and elementary school staff is available to answer the questions and concerns of parents and families with children entering kindergarten.**
- **Provide a forum for parents to discuss their perceptions and expectations for kindergarten and elementary school.**
- **Coordinate meetings between parents and teachers to address the individual educational and emotional needs of each child.**
- **Provide information about the PA/PTA, which can serve as a link between the parents and the school.**
- **Inform parents and families about their rights and responsibilities in the school.**
- **Provide parent education workshops.**
- **Organize joint in-service training for preschool and kindergarten teachers.**
- **Link families and children with health and social services in the community.**
- **Send school newsletters and calendars to preschool parents and families.**

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

Teachers will be engaged in ongoing discussions and decision-making processes with PS 223 and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.

PS 223 will use disaggregated State and City assessments Grades 3-8, District benchmark assessments, ARIS, New York Start, ACUITY, the Early Childhood Language Arts System (ECLAS), DIBELS, Woodcock-Johnson III and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction. Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services. Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities.

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

The ISC will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School-wide Program.

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 IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: Good Standing (2009-2010) **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

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.

For 2009-2010 this school has been identified as a School in Good Standing.

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 that Have Been Identified for School Improvement (SINI)

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.

(A) Provide the following information: 2009-10 anticipated Title I allocation = _____; 10% of Title I allocation = _____.

(b) Describe how the 10 percent of the Title I funds for professional development 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.

¹ School Under Registration Review (SURR)
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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.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

- **English Language Learners**

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

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

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

An instructional committee was formed consisting of members of the administrative team, literacy specialist, math coach, staff developers, data specialist, and the IEP teacher. Several members of the committee are also on the Inquiry Team. The committee reviewed the results of state assessments, acuity assessments, school report card, school progress report, and pacing calendars as well as observations of classroom instruction. In review of Key finding 1A it was determined the school's ELA curriculum is not completely aligned with state standards. It was also determined even though students receive more instruction in ELA because it is integrated across the content areas there are areas within the curriculum which can be strengthened.

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

X Applicable Not Applicable

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

A review of student portfolios and work folders indicates students' written language needs to be addressed on all grade levels. Although each month students do an in depth genre study, many of the writing standards are not addressed. Students need to become more proficient in the writing process.

The speaking and listening standards are touched upon but the students need to address these in more depth.

Curriculum maps have been created to assist teachers in order to pace their lessons and more efficiently meet the writing needs of their students throughout the school year

The curriculum maps are continuously updated to include the strategies to be mastered for each grade level. Also the conferencing Across grades Horizontal and vertical alignment

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.

Students will develop writing skills through more in depth instruction focusing on the standards.

Struggling students will be provided instruction through Foundations, Wilson, and Leaptrack.

Differentiation of instruction will be incorporated into all lessons.

We have a partnership with Cambridge where teachers in grades 3-5 are looking at the standards and developing lessons and authentic assessments to ensure continuity throughout the grade and to show growth as you move from grade to grade.

At this time our school will not require additional support from central. Our network leader, network support specialists, coaches, staff developers, AUSSIE consultants and CRI consultants will support our school to address our identified needs.

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.

An instructional committee described in 1A.1 was formed and reviewed Key finding 1B. It was determined that the school's Math curriculum is aligned with state standards and NYC Scope and Sequence. It was also determined that there were areas within the curriculum which can be strengthened.

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?

Based on review of our assessments, classroom observations and discussions with teachers the program should be more developmental in relation to number sense and in the application of knowledge to solve problems. There is lack of understanding of estimation and the basic facts. Basic facts need to be taught for understanding not process. The students are learning by rote instead of understanding the concept.

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.

Ongoing professional development will be provided by the math coach.

The use of instructional strategies to link math to Literacy and other content areas will be incorporated into instruction.

Students will be provided with daily multi-faceted word problems to increase mathematical reading comprehension.

Development of interactive math centers within all classrooms using manipulatives to provide skills development and problem solving activities.

Provide additional support and targeted tutoring with after school Building Blocks and Saturday Institute.

Additional support from central is not necessary at this time. Additional support will be provided by AIS providers, coaches and staff developers.

KEY FINDING 2: INSTRUCTION

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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 school's Instructional Committee reviewed Key finding 2A. It was determined that direct instruction was the predominant method of the delivery of instruction.

In 2009-2010 students in Grades 3 – 5 are being taught using the Balanced Literacy Method. This method utilizes small flexible grouping, based upon the needs of the students. Direct teaching is used in the format of mini-lessons followed by small group instruction in order to meet the needs of the students.

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?

Ongoing informal and formal classroom observations document the instructional style and level of student engagement for each teacher.

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.

We will address our needs through professional development in the areas of Balanced Literacy and the Workshop Model, as well as the use of differentiated instruction targeted to the professional needs of the staff. Intervisitations and common prep periods are being scheduled to encourage teacher communication and decrease the amount of teacher-directed instruction and increase the level of student engagement. Support will be provided by coaches, specialists, AUSSIE consultants, and CEI consultants and staff developers.

At this time no support is needed from central.

2B – Mathematics Instruction

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

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Our instructional committee reviewed the results of state assessments, acuity assessments, school report card, school progress report, and pacing calendars, as well as observations of classroom instruction. In review of Key finding 2B it was determined that direct instruction in K-5 math classes was the predominant delivery of instruction. The use of technology in mathematics classes is limited.

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

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

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?

Ongoing informal and formal classroom observations document the instructional style and level of student engagement.

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;

On going professional development on differentiated instruction and teaching using the workshop model will be conducted throughout the year.

Students in the fifth grade will learn how to use scientific calculators.

At this time our school will not require additional support from central. Our coaches and staff developers will provide the support we have identified.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Our Instructional Committee reviewed the school data and it was determined we do not have a high rate of teacher turnover at PS 223.

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?

Retirement and the creation of new classes due to increased student numbers accounts for the number of new teachers hired during the last two years.

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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.

Our Instructional Committee reviewed the results of state assessments, acuity assessments, school report card, school progress report, and pacing calendars as well as observations of classroom instruction, input from teachers and the ELL teacher. In review of Key Finding 4 it was determined that professional development opportunities regarding curriculum, instruction, and monitoring for ELLs was not well publicized. Few teachers were aware of any opportunities.

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

X Applicable Not Applicable

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

When staff was informally surveyed, few teachers were aware of the professional development opportunities. The workshops offered were scheduled at times impossible for people to attend. The ongoing professional development opportunities have been attended by the English Language Teacher. The English Language Teacher turnkeys the information from the professional development training to the staff.

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.

Professional development will be conducted at the school level on ELL instruction by the ELL teacher, coaches and staff developers. At this time no additional support is needed from central.

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.

Our Instructional Committee reviewed Key Finding 5 and determined that data on ELL students is available to classroom teachers allowing them to use the data to effectively plan for their students' instructional needs. NYSESLAT yearly scores are reported to all teachers involved in instructing ELLs in order for them to create small flexible groups.

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?

Teachers have data from ITAs and Predicative's and classroom assessments, as well as information received from linking with the ELL teacher to drive instruction for ELL learners.

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.

Our Instructional Committee reviewed the results of school and student data. Our process also consisted of the acquisition of information through formal and informal observations by the administration, feedback from the IEP teacher and concerns expressed by the classroom teacher. In review of Key Finding 6 it was determined that our teachers, both general education and special education, lack familiarity and sufficient understanding of students IEP.s

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?

Teachers are aware that their students with IEPs have special needs and concerns; however if they are not proficient in utilizing the IEP and therefore, they are directing questions to the IEP teacher which could be answered if teachers had a better understanding of the IEP. Teachers are developing strategies and techniques to assist them in meeting the goals and objectives on their students' IEPs.

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

Professional development on the development and implementation of the IEP/NYSAA will be ongoing throughout the 2009-2010 academic

Year. Professional development will be facilitated by members of the SBST and the IEP teacher.

The IEP teacher will conference with the classroom teachers on a regular basis. The SETSS teachers will work closely with the Classroom teachers and provide additional support when possible.

At this time no additional support from central is needed.

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.

Our Instructional Committee reviewed the results of state assessments, acuity assessments, school report card, school progress report, and pacing calendars as well as samples of IEPs. In review of Key Finding 7 it was determined that in some instances there is a lack of alignment between the goals, objectives, and modified criteria included in students IEPs and the content on which these students are assessed on the grade-level state tests.

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?

IEPs are based on the level and needs of the students; however, the promotional criteria are not necessarily aligned with the state standards.

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

We will provide professional development for teachers regarding differentiation of instruction. Additional support from central is requested.

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

All schools that receive C4E funding in FY'09 must complete this appendix.

Directions: Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2009-10 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

I. Class Size Reduction

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2009-10 Class Size Reduction Guidance Memos*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes
X No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2009-10? How many new classrooms/class sections will be created for school year 2009-10? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2008-09	# New Classrooms/ Class Sections	Projected Average Class Size 2009-10

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- X** Yes

No

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies.

C4E funds may only be used for true co-teaching models and not for push-in teaching.

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2009-10? How many existing classrooms will be targeted for school year 2009-10? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2008-09	# Classes Targeted	Projected Teacher-Student Ratio 2009-10

II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

Yes

No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2009-10, and include a brief description of the program that will be implemented.

A. Lengthened school day (beyond the contractual 37½ minutes)

Program Description:

An After School Program is offered on Tuesday, Wednesday and Thursday.

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

We plan to increase student participation in this program

B. Lengthened school year (e.g., summer programs)

Program Description:

Summer School 2010

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

Summer School will be available to more students, enabling them to maintain their skills during the summer. We will be supporting the Students with Disabilities with a Summer School class.

C. Dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description: Ninety minute literacy block using a balanced literacy approach in grades 3-5. Use of Open Court in Grades K and 2 and use of the Core Knowledge Reading Pilot Program in Grade 1. Ninety minute math block using Everyday Math in all grades.

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion: Ninety minute blocks incorporated into all grades. .

D. Individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description: AIS providers pulled out and pushed into classes.
--

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

Yes

No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2009-10, and include a brief description of the program that will be implemented.

A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

- B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description: As a group, beginning teachers will meet for professional development weekly. Instruction will be provided by various members if the school's administrative staff, coaching staff, instructional supports team, data specialists and the IEP teacher.

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

In addition to meeting once a week as a group for professional development, beginning teachers will be visited at least one period during instructional time by a mentor, followed by a debriefing meeting with the mentor. Using the professional teaching standards and working collaboratively with the mentor, beginning teachers will establish individual goals and set objectives for achieving them.

C. Instructional coaches for teachers (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

The goal of the coaches is to have the teachers analyze student work and data so weakness can be strengthened to drive and differentiate instruction. This is accomplished through professional development sessions, classroom visitations by the coaches, the delivery of model lessons, and consultations with teachers.

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

Ongoing professional development on the understanding of data and how and where to retrieve data will be ongoing through out 2009-2010. Coaches will support teachers in small grouping and differentiated instruction.

D. Instructional coaches for principals (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

IV. Middle and High School Restructuring
A. Implement Instructional Changes
B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2009-10, or whether the changes are the expansion or modification of a current strategy.

Program Description:

V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes

No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

Attachments for the 2009-2010 CEP

Attachment 1: Language Acquisition Policy

Attachment 2: School-Parental Involvement Policy

Attachment 3: School-Parental Compact

Attachment 1: Language Allocation Policy

Lyndon B. Johnson Public School – P.S. 223
125-20 Sutphin Boulevard
South Ozone Park, New York 11434
Tel: 718 322-9019 Fax: 718 925-9020

Deborah Otto, Principal

Howard Hudson, AP

Eileen Kaveney, AP

Language Allocation Policy

Part I: School ELL Profile

The LAP team at PS 223Q consists of Deborah Otto/principal, Deborah Schall/coach, Jian Shi/ESL teacher, Carman Chambers/Guidance Counselor, and other standby members as appointed by the school principal, namely, Diane Thomas/Parent Coordinator, Deborah Gibbs/IEP, Michelle Ford/literacy specialist. The standby members will be consulted for input under different circumstances, though they may not attend all LAP meetings as the non-standby members do.

In the 2009-20010 school years, the school building hosts 674 students, of whom 19 are ELLs, making up 3% of the total student population.

Currently the ESL program is conducted by a full-time licensed ESL teacher in a pull-out model.

Part II: ELL Identification Process

Potential ELLs are identified via the Home Language Identification Survey (HLIS). At registration, parents will receive and complete the HLIS forms in proper bilingual versions. Informal interviews will be conducted by bilingual pedagogues to determine if the incoming students need language support services. Based upon the parental responses, the certified ESL teacher will determine test eligibility for the new student by completing the school section on the HLIS form, and administer the Language Assessment Battery-Revised (LAB-R) thereafter.

Potential ELLs tested eligible for ESL service are placed in the program within ten days of admission, with reference to parents' choices and options.

Parents will receive all the necessary information and make program choices for their children. Parent orientation is conducted by the ESL teacher and the parent coordinator for parents of new ELLs with parents' guide, video demo, program selection forms, etc. The workshop will be run with bilingual support and all materials in bilingual forms made available for parents. Parents will make their own decisions on the choice of Bilingual Transitional Education, Dual Language or Freestanding ESL. Due to the lack of ELLs to form a bilingual program, parents who opt for the program will be assisted for the transfer of their child to a school with the program. Parents who decline the transfer will have their choice honored when there are enough ELLs to form the program.

ELLs are evaluated annually by taking the New York State English as a Second Language Achievement Test (NYSESLAT). Continued entitlement for Bilingual/ESL service will be determined by the test results. The ESL teacher, the literacy specialist, and the school test coordinator are jointly responsible for administering and scoring the test following State testing guidelines. The ESL teacher will send notices to parents before the test, and notify them of the test results and continued service entitlement for the following year.

To assure parent rights, the ESL teacher will send parents entitlement letters and Parent Survey and Selection forms in bilingual versions. The returned forms will be placed in the students' record folders, and copies kept by the ESL teacher. The school aligns the ELL program with the parent requests. New ELLs are identified and placed in proper programs based upon parents' choices made in the Parent Survey and Program Selection forms. A review of the existing forms completed indicates that the majority of parents opted for the ESL program instead of bilingual programs, which are not available at the site. By no means can a definite trend in parents' preferences be established, due to the fact that parents may consider many factors such as their children's ages, language skills, and convenience in transportation.

Part III: ELL Demographics

In 2009-2010, we have 19 ELLs, including 4 in kindergarten, 4 in the first grade, 3 in the second grade, 6 in the third grade, and 2 in the fourth grade. Languages spoken by the ELLs (numbers in parentheses) range over Spanish (13), Chinese (1), Punjabi (3), Haitian Creole (1), and French (1). There are no long term ELLs and SIFEs. Six ELLs are in their fourth year of service. Two are ELLs in special education.

The school is now in full compliance with CR Part 154 in terms of service time and programming for the ELLs. A pull-out ESL program is in place, servicing three groups of ELLs. Each group is made up of mixed-level students from adjacent grades. The daily school schedule consists of seven 55-minute periods (including traveling). The beginning and intermediate level ELLs receive eight periods or 360 minutes ESL instruction per week, while the advanced level students receive four periods or 180 minutes ESL instruction plus 180 minutes ELA.

The Lab-R and the NYSESLAT statistics indicate that the ELLs need more weighted instruction in reading and writing. To help them attain proficiency in reading and writing, the ESL program will incorporate the following components: read aloud, guided reading, independent and partner reading, four square writing, book reports, journal writing, etc... Students will read both intensively and extensively materials in different genres and contents. They will practice writing grammatically through exercises such as editing and error correction. Graphic organizers and the writing process will be taught and used.

Content areas in math, science, and social studies will be covered with ESL methodologies such as scaffolding. Bilingual content books, dictionaries, and content glossaries will be used for new ELLs or ELLs in need. Books in math, science, and social studies for ELLs will be purchased for the ELLs. The ELLs will also use on-line learning sites for practice and reinforcement. The program, aligned with the State and City curricula and standards, aims at helping the ELLs achieve better performance on the standardized tests.

In the current school year, instruction for the ELLs will still focus on language acquisition and math in the content areas. Instruction will be differentiated with regard to lesson delivering, materials, grouping, class and home work. Textual materials touching different subjects and interdisciplinary approaches will be used.

Among the ELLs no SIFE students have been identified. In the case of future ones, enhanced instruction in needed areas, and additional school and after school sessions will be arranged.

This year we have no long term ELLs.

For the newcomers we will provide intensive and extensive ESL instruction, using various graded materials, multi-disciplinary books, technologies and ESL methodologies.

This year there are two special education ELLs. Each of these students displays different needs. Our plan is to motivate and help them meet higher expectations using different methods and materials. So far interactive computer readers have turned out as quite effective tools.

ELLs identified for needs in ELA and math may attend intervention programs by AIS teachers, special tutoring, after-school and Saturday programs. Some of the new ELLs may receive speech service, physical therapy, guidance counseling and visits to the psychologists.

With the students who have achieved English proficiency and passed the NYSESLAT test, we will keep maintenance by providing after-school program, and sometimes arranging for tutoring as needs arise. These students will receive test accommodations as current ELLs on the State tests for two years after attaining proficiency on the NYSESLAT.

All ELLs are afforded equal access to school programs. For examples, some ELLs have attended the Outside of School Time program (OST), the after-school dance program, and the tennis program. A Title III after-school program is run for the ELLs and former ELLs. Four computers were purchased for the ELL program. The ELLs have access to online learning sites such as Study Island, Fast Forward, and Renzulli.

A good selection of textbooks, readers, and teacher-made materials have been used, and among them are ESL books such as the Edison-Wesley ESL and Hampton-Brown's English At Your Command, as well as content area materials such as Continental Press's Finish Line Math and the Curriculum Associates' Strategies to Achieve Mathematics Success. Other materials include big books and books and articles of literature, sciences and social studies. Bilingual content area materials such as books in Spanish for math and social studies are placed in the classroom. An additional example is the New Oxford Picture Dictionary in English/Spanish.

Native Language support is made available for the ELLs with bilingual materials, dictionaries, and content glossaries. Ells with common languages are also paired for cooperative learning.

The new ELLs receive a tour of the school with attention to the restrooms, cafeteria, health room, library and the arrival-dismissal sites. They are introduced to their teachers. Basic words and signs will be posted and explained.

The 7.5 hours of professional development will be provided by the ESL teacher, the math and literacy coaches, and contracted specialists to all school staff, topics including second language acquisition theory and practice, ESL standards, content areas, curriculum, assessment, instructional strategies, and parental involvement. The activities will support the staff in helping the ELLs as they transition from one school level to another. The records of the ELL training for participants will be maintained by the school administrators. Requests for certificates will be presented upon completion of training.

Parents are closely involved in all school processes. New ELL parents attend orientation workshops and receive information about the school system, the programs eligible to their children, the regulations and their rights. They are notified of school events appropriately with bilingual translations. Based upon needs, parents are offered workshops on various topics including standards, testing, homework, ARIS, online resources, and techniques to help their children with math and reading. Notices of workshops will include sections for parent need for translation, and translation service will be provided for the events internally or from outside. The school parent coordinator also maintains close contact with the ELL parents, providing them with assistance, and inviting them to school-wide and community events.

Part IV: Assessment Analysis

On the 2009 NYSESLAT, a breakdown of the test scores paints the following picture: 1) In the category of Listening, 20/36 of the ELLs scored at the B level, 9/36 at the I level, and 7/36 at the A level; 2) In the category of Speaking, 18/36 of the ELLs scored at the B level, 11/36 at the I level, and 7/36 at the A level; 3) In the category of Reading, 21/36 of the ELLs scored at the B level, 9/36 at the I level, and 4/36 at the A level; 4) In the category of Writing, 20/36 of the ELLs scored at the B level, 10/36 at the I level, and 6/36 at the A level. Based upon the limited data available, a tentative conclusion can be drawn as 1) The ELLs tend to outperform in listening and speaking,

followed by reading and writing; 2) Reading and writing are the areas where most of the 2nd grade ELLs scored at the intermediate and advanced levels; 3) The 3rd and 4th grade ELLs show data compatible with the service they have received. Four are newcomers. One is designated for alternative testing by IEP.

On the NYS assessments, five ELLS took the ELA and nine took the math test. On the ELA, two ELLS (3rd graders) scored level 3, two ELLS (5th graders) scored level 2, and one ELL (5th grader) scored level 1. On the math test, two ELLs (3rd grader and 5th grader) scored level 4, three ELLs (one 3rd grader and two 5th graders) scored level 3, three ELLS (one 3rd grader, one 4th grader and one 5th graders) scored level 2, and one ELL (4th grader) scored level 1.

The review of assessment data reveals patterns across the modalities and implications for instructions. The ELLs need more weighted instruction in reading and writing. To help them attain proficiency in reading and writing, the ESL program will incorporate the following components: read aloud, guided reading, independent and partner reading, four square writing, book reports, journal writing, etc... Students will read both intensively and extensively materials in different genres. They will practice writing grammatically through exercises such as editing and error correction. Graphic organizers and the writing process will be taught and used. Students in the lower grades tend to improve more quickly in listening and speaking while the upper grade students outperform the lower grade students in reading and writing, the advanced level students also scored higher on the math tests, an indication that English proficiency co-relates with understanding of math concepts and word problems.

On the NYS assessments excluding the ELA, ELLs were provided tests in English and other languages, for example, Spanish. Oral translation was provided for newcomers in languages such as Punjabi. The four first year newcomers would have failed completely on the math test without the native language help. The test data indicates native language support should be an integral part of instructional strategies.

In conclusion, the school's LAP is an on-going process which requires modification and refinement from time to time, reflecting the changing student needs and the DOE demands. However, the school leadership and teachers will work together closely and make sure that the children will get the best education as they can.

ELL Grade k-8 Language Allocation Policy - Worksheets

Office of English Language Learners Grade K-8 Language Allocation Policy WORKSHEET

Directions: This worksheet assists school staff with creating and writing a school's language allocation policy (LAP), which must be written in narrative form. This document is not the LAP, but rather a worksheet to help LAP developers compile and analyze data necessary for the LAP. Additionally, upon completion of the worksheet, LAP team members should sign and certify that the information provided on the LAP is accurate. Please attach this worksheet to the LAP narrative as an appendix. Agendas and minutes of LAP meetings should be kept readily available on file in the school.

I. Language Allocation Policy Team Composition

SSO/District Empowerment Network

School P.S. 223Q

Principal: Deborah Otto Assistant Principals: (Howard Hudson)
 Parent Coordinator: (Diane Thomas) Parent: (Shelly Harrington))
 Coach: Deborah Schall Teacher/Subject Area: Jian Shi/ESL
 Guidance Counselor: Carmen Chambers Related Service Provider: (Betti Braunschweiger)

II. Teacher Qualifications(Please provide copies of all staff members' certifications referred to in this section)

Number of certified ESL teachers: 1	Number of certified bilingual teachers: 0	Number of Certified NLA/FL teachers: 0
Number of content Area teachers with bilingual Extensions: 0	Number of Special Ed. Teachers with Bilingual extensions: 0	Numbers of Teachers of ELLs without ESL/NLA Certification: 0

III. ELL Demographics

Total Number of Students in School: 704	Total Number of ELLS: 36	ELLs as Share of Total Student Population(%): 5%
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, Self-contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

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

	K	1	2	3	4	5	6	Total
--	----------	----------	----------	----------	----------	----------	----------	--------------

TBE
 (60%:40%→50%:50%→75%:25)

Dual Language
 (50%:50%)

Freestanding ESL
 (100% English)

Self-contained
Push-in

	Pull-out	10	6	9	3	3	5	36
Total		10	6	9	3	3	5	36

Enter the number of ELLs by duration and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or bilingual special education (Bi. SP .Ed.) Students within that cohort, enter that number in the appropriate subgroup box (see example).

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Long-term ELLs (more than 6 years)	SIFE:	SP.ED	SIFE:	SP.ED	SIFE:	SP.ED	SIFE:	SP.ED
	12	3	0	4	20	5	12	10
	20		16		42		62	

	TBE		Dual Language		ESL*		Total	
	SIFE:	SP.ED	SIFE:	SP.ED	SIFE:	SP.ED	SIFE:	SP.ED
ELL (3 years or less)	0	0	0	0	0	2	0	2
		0		0		19		19
ELLs (4-6 years)	0	0	0	0	0	2	0	2
		0		0		3		3
Long-term ELLs (more than 6)	0	0	0	0	0	0	0	0
		0		0		1		1
Total	0	0	0	0	0	4	0	4
		0		0		23		23

*For Bilingual Special Ed only: please indicate here the total number of ELLs in Alternate Placement: 1

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

	K	1	2	3	4	5	6	TOTAL
Spanish	9	6	4	2	2	1		24
Chinese			1					1
Russian								
Bengali								
Urdu						1		1
Arabic								
Haitian Creole	1		1	1				3
French			1		1			2
Korean								
Punjabi			1			3		4
Polish								
Albanian								
Other			1					1
TOTAL	10	6	9	3	3	5		36

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

	K	1	2	3	4	5	6	Total
--	---	---	---	---	---	---	---	-------

	ELL EP							
Spanish								
Chinese								
Russian								
Bengali								
Haitian Creole								
Other								
Total								

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

	K	1	2	3	4	5	6	TOTAL
Spanish	9	6	4	2	2	1		24
Chinese			1					1
Russian								
Bengali								
Urdu						1		1
Arabic								
Haitian Creole	1		1	1				3
French			1		1			2
Korean								
Punjabi			1			3		4
Polish								
Albanian								
Other			1					1
TOTAL	10	6	9	3	3	5		36

GRAND TOTAL For All Programs	10	6	9	3	3	5	36
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This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages) _____ Number of third language speakers: _____

Ethnic breakdown of Eps (Number):

African-American: _____ Asian: _____ Hispanic/Latino: _____
 Native American: _____ White (Non-Hispanic): _____ Other: _____

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? The school parent coordinator and the ESL teacher have held orientation workshops at which parents viewed the DOE video about the ELL programs, received program pamphlets in bilingual versions, asked questions, and made their own choices.
2. Describe how your school ensures that all Program Selection forms are returned. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 (see tool kit).) Parent coordinator will contact parents. Letters will be sent home. Forms will go home with the students. More orientation workshops will be held.
3. After reviewing the *Parent Survey and Program Selection* forms for the past few years, what is the trend in the program choices that parents have been requesting? (Please provide numbers.)
 After weighing their choices between the bilingual program, not available at PS 223, and the ESL program, parents have tended to choose the ESL program over requesting a transfer to a bilingual program at another area school. Their decisions are pointing to a balanced consideration of all the factors such as their children's ages, language skills, and convenience in transportation. Of the 32 general education students, all parents selected ESL.
4. Are the programs offered at your school aligned with what parents have been requesting? If no, Why not? How will you build alignment between parent choice and program offerings? Define specific steps underway.
 Yes. The ELL program is aligned with the parents' requests.

V. Assessment Analysis

PART A: Compile **LAB-R** and/or **NYSESLAT** results (USING THE **RLAT** REPORT FROM **ATS**) TO ANSWER THE QUESTIONS IN THE NARRATIVE AT THE END OF THIS SECTION.

Level	K	1	2	3	4	5	6	7	8	TOTAL
Beginner (B)	7	4	2	1	3	3				20
Intermediate (I)	3	2	3	1						9
Advanced (A)			4	1		2				7
<hr/>										
Total Tested	10	6	9	3	3	5				36

LISTENING										
B	7	4	3	1	3	2				
I	3	2	2	1		1				
A			4	1		2				
SPEAKING										
B	7	4	1	1	3	2				
I	3	2	4	1		1				
A			4	1		2				
READING										
B	7	5	2	1	3	3				
I	3	1	4	1						
A			3	1		2				
WRITING										
B	7	4	2	1	3	3				
I	3	2	3	1		1				
A			4	1		1				

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

1. What is revealed by the data patterns across proficiency levels and grades?

A breakdown of the test scores paints the following picture: 1) In the category of Listening, 20/36 of the ELLs scored at the B level, 9/36 at the I level, and 7/36 at the A level; 2) In the category of Speaking, 18/36 of the ELLs scored at the B level, 11/36 at the I level, and 7/36 at the A level; 3) In the category of Reading, 21/36 of the ELLs scored at the B level, 9/36 at the I level, and 4/36 at the A level; 4) In the category of Writing, 20/36 of the ELLs scored at the B level, 10/36 at the I level, and 6/36 at the A level. Based upon the limited data available, a tentative conclusion can be drawn as 1) The ELLs tend to outperform in listening and speaking, followed by reading and writing; 2) Reading and writing are the areas where most of the 2nd grade ELLs scored at the intermediate and advanced levels; 3) The 3rd and 4th grade ELLs show data compatible with the service they have received. Four are newcomers. One is designated for alternative testing by IEP.

2. How will patterns across the four modalities affect instructional decisions?

Implications: the ELLs need more weighted instruction in reading and writing. To help them attain proficiency in reading and writing, the ESL program will incorporate the following components: read aloud, guided reading, independent and partner reading, four square writing, book reports, journal writing, etc.. Students will read both intensively and extensively materials in different genres. They will practice writing grammatically through exercises such as editing and error correction. Graphic organizers and the writing process will be taught and used.

Part C: REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS, FILL IN THE NUMBER OF ELLS TAKING THE ASSESSMENTS IN ENGLISH AND/OR THE NATIVE LANGUAGE IN EACH PROGRAM MODEL (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											
	3					2				2	
	4										
English Language Arts (ELA)	5	1		2						3	
	6										
	7										
	8										
NYSAA ELA	Bil. Sp. Ed.										
MATH											
	3			1		1		1		3	
	4	1		1						2	
NY State Math	5			1		2		1		4	
	6										
	7										
	8										

NYSAA Bil. Sp.
Ed.

Science

NY State 4
Assessment 8

NYSAA Sp.Ed.

SOCIAL STUDIES

NYS 5
Assessment 8

NYSAA Sp.Ed.

OTHER ASSESSMENT

K
ECLAS 2 1
2
3
K
EI SOL 1
2
3

Percent of ELLs Passing Test (based on number of ELLS tested)	(For Dual Language) Percent of Eps Passing Test (based on number of Eps tested)	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of Eps Passing Test (based on number of Eps tested)
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ELE (Spanish
Reading Test)

Chinese
Reading Test

PART D: AFTER A REVIEW OF THE ASSESSMENT DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL.

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?
Students in the lower grades tend to improve more quickly in listening and speaking while the upper grade students outperform the lower grade students in reading and writing. The advanced level students also scored higher on the math tests, an indication that English proficiency correlates with understanding of math concepts and word problems.

2. Describe how the school leadership and teachers are using the results of the ELL Interim Assessments. The school leadership and teachers analyze the test results for strength and weakness in students performance, plan their instruction accordingly, and deliver service weighted against the students' needs. As a result the students improved not only their English quickly, but also their academic subjects. One of the fourth grade students scored both 4 on the ELA and math test last year.

3. What is the school learning about ELLS from the Interim Assessments? How is the Native Language used? The Interim Assessments indicate that students improves more in listening and speaking than reading and writing in the first year. In the second year reading starts to move up. The third year is crucial for reading and writing. Each test reflects individual student' performance and needs on one hand and trends among all on the other. The school's LAP and instruction are based on analysis of the overall data: planned, modified and implemented correspondingly.

4. For Dual Language Programs only:
- a) How are the English Proficient students (Eps) assessed in the second (target) language?
 - b) What is the level of language proficiency in the second (target) language for Eps?
 - c) How are Eps performing on State and City Assessments?

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 all ELLs as required under CR Part 154	360 minutes per week	380 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under Part 154			180 minutes per week
For TBE /DL programs			
Native Language Arts	90 minutes daily	90 minutes daily	45 minutes daily

Please make sure all questions are explicitly answered in the LAP narrative , including questions on subgroups (regardless of whether you currently have these subgroups in your school).

1. How is instruction delivered?

A. what are the organizational models (e.g. Departmentalized, Push-in/Co-Teaching, Pull-out, Collaborative, Self-contained)?

The school has a pull-out model.

B. What are the program models (e.g., Block[Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous[mixed proficiency level]; Homogeneous [proficiency level is the same in one class])?

Students are grouped by levels from adjacent grades.

c. What instructional approaches and methods are used to make content comprehensible and enrich language development?

A variety of approaches and methods are used to make content comprehensible and enrich language development, including read-aloud, shared reading, guided reading, phonics, sheltering, big books, TPR, pictures, manipulative tools, charts and graphs, computer-assisted reading, collaborative projects, differentiated instruction and work.

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

A. How is explicit ESL instruction delivered in each program model to comply with mandates?

Explicit ESL using various methods and strategies as mentioned above is delivered to all ELLS based on their levels: 360 minutes weekly for beginning and intermediate ELLS, 180 minutes for advanced students.

B. How is explicit ELA instruction delivered in each program model to comply with mandates?

For advanced students, 180 minutes of ELA instruction is delivered apart from 180 minutes of ESL instruction.

C. How is explicit NLA instruction delivered in each program model to comply with mandates?

There are no bilingual programs at the site.

D. How are the content areas delivered in each program model?

Content-based ESL Materials are used in instruction, and students are put to rigorous exercises as soon as they have learned the concepts and topics. Sheltering and differentiation are used in delivering original math, science, and social study materials.

3. How do you differentiate instruction for ELLs subgroups?

a. Describe your instructional plan for SIFE.

There are currently no SIFE students. The plan will be based on the evaluation of the student, and designed and driven by the assessment data.

b. Describe your plan for ELLS in US schools less than three years (newcomers). Also, since NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs..

ELLs with less than three years, and specially newcomers need explicit ESL, explicit ELA, and explicit content area instruction to meet the requirements of NCLB. Assess the students, plan instruction using the data, and differentiate each student.

c. Describe your plan for Long-term ELLs (in NYC schools six years or more).

There are no Long-term ELLs currently. The plan will be based on the evaluation of the student, and designed and driven by the assessment data.

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

ELLs with special needs will be treated differently according to their different needs. All ELLs have special needs one way or another. Our plan is to identify the needs correctly using assessment data, use appropriate materials and strategies in instruction, and give them more time, patience, support, and encouragement.

4. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas.

The school offers after-school programs, and Saturday Institute focusing on ELA, math and other content areas to all students including the ELLs. IEP ELLs receive appropriate interventional services by their IEPs.

5. Describe your plan for continuing transitional support (two years) for students reaching proficiency on the NYSESLAT.

Transitional support is given to selective ELLs who have reached proficiency on the NYSESLAT. Usually they will receive 90 minutes of ESL weekly.

6. For Dual Language Programs only:

a. How much time (%) is the target language used for ELLs in each grade?

b. How much of the instructional day are ELLs integrated? What content areas are taught separately?

c. How is language separated for instruction (time, subject, teacher, theme)?

d. How Dual Language model is used (side-by-side, self-contained, other)?

e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneously)?

VII. Resources and support (Include in LAP narrative)

1. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials)? List ELL Subgroups if necessary.)?

A good selection of textbooks, readers, and teacher-made materials have been used, and among them are ESL books such as the Edison-Wesley ESL, Hampton-Brown's English At Your Command, and the New Oxford Picture Dictionary, as well as content area materials such as Continental Press's Finish Line Math and the Curriculum Associates' Strategies to Achieve Mathematics Success. Other materials include big books and books and articles of literature, sciences and social studies.

2. Ongoing Professional programs only:

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

b. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development is conducted by the joint efforts of administrators, literacy and math coaches, and the ESL teacher school-wide. Teachers will be informed of the policies and regulations, the needs of the ELLs, the methodologies, and cultural awareness.

3. How is native language support delivered in each program model?

The ESL program provides bilingual dictionaries, signs, readers, and other resources.

4. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff members support each other in the form of sharing information, offering suggestions, writing recommendations to assist the ELLs as they transition from elementary to middle schools.

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is near zero.

Native Language Arts Usage/Support

NLA Usage/Support

TBE

100%
75%
50%
25%

NLA Usage/Support

Dual Language

100%
75%
50%
25%

Freestanding ESL

100%
75%
50%
25%

VIII. Program descriptions (Include in LAP narrative): Using the information compiled in this worksheet, describe in narrative form each program model available in your school and the language allocation plan for each.

Currently the ELL population consists of 36 students: 10 kindergarten students, 9 first graders, 6 second graders, 3 third graders, 3 fourth grader, and 5 fifth graders (four in special ed.), with students speaking Spanish across all grades and the rest speaking other languages. No bilingual programs are available at the site. A pull-out ESL program is in place, taught by a full-time licensed ESL teacher. Orientation is provided to parents of new ELLs with video, brochures, program survey and selection forms. New ELLs are tested and placed in the programs. The beginning and intermediate level ELLs receive 360 minutes ESL instruction per week, while the advanced level students receive 180 minutes ESL instruction plus 180 minutes ELA. Content areas in math, science, and social studies are covered with ESL methodologies. The program, aligned with the State and City curricula and standards, aims at helping the ELLs achieve better performance on the standardized tests. Professional development will be provided by the ESL teacher, the math and literacy coaches in joint efforts to new teachers, topics including second language acquisition theory and practice, ESL standards, curriculum, assessment, instructional strategies, and parental involvement.

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

Name (Print)	Title	Signature	Date
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Bilingual Teacher		
	Parent		
	Teacher/Subject		
	Area		
	Teacher/Subject		
	Area		

Coach
Coach
Guidance
Counselor
School Achiever
Facilitator
Other
Other
Other

Attachment 2: School-Parental Involvement Policy

School Parental Involvement Policy

PS 223Q

P.S. 223 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S. 223 agree to implement the following statutory requirements:

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

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

1. P.S.223 will take actions to involve parents in the joint development of its school parental involvement plan under Section 1112 of the Elementary and Secondary Education Act (ESEA).
2. P.S. 223 will take actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA.

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

1. The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.

2. The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- P.S. 223 will coordinate and integrate Title I parental involvement strategies through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.
 - The school will help parents gain access to support services by other agencies, such as health care (Jamaica Hospital on-site), Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children will served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - The State's academic content standards
 - The State's student academic achievement standards
 - The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with our Guidance counselors support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including tests dates, school events and open school.

- The school calendar will be disseminated each month by mail to all parents, one week before the start of the month.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Professional development for parents will be provided by parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matter.

ELL Professional Development:

ELL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development:

Professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Attachment 3: School-Parental Compact

**P.S.223
125-20 Sutphin Blvd
718-322-9019/718-925-9020**

2009-2010 Title I School-Parent Compact Framework

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

<p>PS 223 will:</p> <p>P.S. 223, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the school year 2009-2010.</p> <p>P.S. 223 will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows: <ul style="list-style-type: none"> ○ Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held in mid November and mid March. 	<p>The Parent/Guardian will:</p> <ul style="list-style-type: none"> • Promote positive use of my child's extracurricular time • Monitor attendance • Make sure that homework is completed • Monitor the amount of television their children watch • Volunteer in my child's classroom • Participate as appropriate, in decisions relating to my children's education. • Promote positive use of my child's extracurricular time • Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district wither received by my child or by mail and responding, as appropriate. • Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
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<ul style="list-style-type: none"> • Provide parents with frequent reports on their children's progress. Parents will receive Tri-Annual Report Cards to be distributed in November, February and June. • Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: 	<p>Student Responsibilities:</p> <p>We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:</p> <ul style="list-style-type: none"> • Do my homework every day and ask for help when I need to.
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<ul style="list-style-type: none"> ○ Staff will be available for consultation during their daily preparation periods, and during Parent Teacher Conferences. ● Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: <ul style="list-style-type: none"> ○ Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way. ○ Involve parents in the joint development of any school wide program plan (for SWP schools), in an organized, ongoing and timely way. ○ Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. ● Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. 	<ul style="list-style-type: none"> ● Read at least 30 minutes every day outside of school time. ● Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
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<ul style="list-style-type: none"> ● Provide to parents of participating children information in a timely manner about Title I, Part A programs that include description and explanation of the school’s curriculum, the forms of academic assessment used to measure children progress, and the proficiency levels students are expected to meet. 	
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| <ul style="list-style-type: none">• On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.• Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.• Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1. | |
|---|--|