



P.S. 179

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 20/ K/179
ADDRESS: 202 AVENUE C
TELEPHONE: 718-438-4010
FAX: 718-871-7484

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 179 **SCHOOL NAME:** Kensington

SCHOOL ADDRESS: 202 Avenue C

SCHOOL TELEPHONE: 718-438-4010 **FAX:** 718-871-7484

SCHOOL CONTACT PERSON: Jodi Contento **EMAIL ADDRESS:** Jcontento@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lisa Kontarinis

PRINCIPAL: Valerie A. Joseph

UFT CHAPTER LEADER: Joann Pagano

PARENTS' ASSOCIATION PRESIDENT: Maxine Williams

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** 406

NETWORK LEADER: Sandy Litrico

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Valerie A. Joseph	*Principal or Designee	
Lisa Kontarinis	*UFT Chapter Chairperson or Designee	
Maxine Williams	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joann Pagano	Member/U.F.T.Chapter Leader/Science Teacher	
Lorraine Sabbagh	Member/Science Teacher	
Diane Nicolette	Member/First Grade Teacher	
Bhanmattee Vaz	Member/Parent	
Racheal Short	Member/Parent	
Maria Garner	Member/Parent	

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

* 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. 179 is located in the Kensington section of Brooklyn, New York near the major intersection of Church and McDonald Avenues. We are the Magnet School of Math, Science, and Technology.

It is P.S. 179's Vision to develop a collaborative learning environment that maximizes a rigorous academic curriculum, which will focus on the New York City and New York State Standards.

It is our School's Mission that all stakeholders will work together to provide a standard-based curriculum for all students, including our English Language Learners and students with disabilities, in order to create a community of learners and enable them to become independent thinkers and learners.

Our pre-kindergarten to fifth grade elementary school is a Title I School Wide Program school. We serve a population of approximately 954 students from culturally diverse backgrounds. The community is home to immigrants from South Asia, specifically Bangladesh and Pakistan, the Caribbean, Mexico, the Middle East and Uzbekistan and Kaziskan. There has been a change in demographics. Our special needs program which consists of 12:1:1, Collaborative Team Teaching and Special Education Teacher Support Services has expanded.

Our primary initiative is in writing with an outside consultant supporting writing instruction across content areas with a deeper look at student work and the development of rubrics. The consultant will work with grades 3, 4, and 5.

We are a universal meals school, which makes all students eligible for free lunch. Students in grades 4 and 5 have the opportunity to be inducted into the Arista and Archon societies based on high academics and school service. In order to further self-esteem and promote positive behavior, students are recognized through the following initiatives: Student of the Month, 100% School Uniforms, 100% Attendance, a celebration of student work on external and internal bulletin boards, best behaved table at lunch and Respect for All, a school wide program of respect, caring and compassion.

We have a free standing visual arts program which integrates language arts.

Through our outside partnerships and collaborations, we have been able to offer our students dance through Ballet Tech and movement/dance through Marquis Studios. We are continuing to train staff in the Respect for All initiative to prevent bullying and biased based behaviors.

This is the fourth year that P.S. 179 is implementing the NYC Fitness Gram Program. Various exercises, activities, and sports such as basketball, soccer and football are included in the physical education program throughout the school year. We have a performing arts program that includes a chorus.

With the cooperative efforts of parents and organizations such as, YMCA Afterschool Program, Ditmas Intermediate School 62-Community Service and Tutorial Program, The New York Stock Market Game, PENCIL Corporation's Principal for a Day, Barnes and Noble and the Kensington Branch of The New York Public Library, we have been able to provide our students with supplemental activities to enhance their education. Supplemental Educational Services (SES) provides free tutoring which allows parents the opportunity to provide additional educational support so that their children may meet the State Education Department's Standards and assist our school in meeting our Annual Yearly Progress. Ongoing efforts to increase parental and community involvement are beginning to take hold. Some innovative programs that include and encourage parent involvement are Literacy Initiatives, Adult English Classes, and Learning Leaders.

For the 2010-2011 school year, we will continue our Principal's Program for our highest achieving students in grades 3, 4, and 5. In addition, we have rescheduled the Extended Day program so that there are two, 60 minute instructional blocks of time each week to support at risk learners and to provide enrichment and instructional clubs to our higher achieving students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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:	P.S. 179 Kensington								
District:	20	DBN:	20K179	School BEDS Code:	332000010179				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	71	71	71		94.3	94.5	TBD		
Kindergarten	156	147	133	Student Stability - % of Enrollment :					
Grade 1	141	153	152	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	141	136	153		89.8	89.7	TBD		
Grade 3	140	125	135	Poverty Rate - % of Enrollment :					
Grade 4	144	136	115	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	140	138	127		84.3	84.3	93.5		
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		2	35	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		32	56	70		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	1	0	5	(As of June 30)	2007-08	2008-09	2009-10		
Total	934	906	891						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	27	42	60	Principal Suspensions	0	8	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	3	5	Superintendent Suspensions	0	1	TBD		
Number all others	36	33	24	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	54	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	307	350	343	Number of Teachers	64	69	TBD		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
# ELLs with IEPs	0	4	59	Number of Administrators and Other Professionals	9	12	TBD	
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	8	TBD	
Overage Students (# entering students overage for grade)				Teacher Qualifications:				
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10	
	0	0	TBD	% fully licensed & permanently assigned to this school	98.4	98.6	TBD	
				% more than 2 years teaching in this school	75.0	72.5	TBD	
				% more than 5 years teaching anywhere	79.7	71.0	TBD	
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher				
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	94.0	93.0	TBD	
American Indian or Alaska Native	1.1	1.1	1.2		98.5	100.0	TBD	
Black or African American	7.2	4.6	5.9					
Hispanic or Latino	30.4	30.2	31.1					
Asian or Native Hawaiian/Other Pacific Isl.	34.3	37.0	36.5					
White	27.1	26.8	25.0					
Male	52.4	53.1	51.7					
Female	47.6	46.9	48.3					
2009-10 TITLE I STATUS								
√	Title I Schoolwide Program (SWP)							
	Title I Targeted Assistance							
	Non-Title I							
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10	
				√	√	√	√	
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY								
SURR School (Yes/No)	If yes, area(s) of SURR identification:							
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:								
	Phase			Category				
	In Good Standing (IGS)			Basic	Focused	Comprehensive		
	Improvement Year 1							
	Improvement Year 2			√				
	Corrective Action (CA) – Year 1							
	Corrective Action (CA) – Year 2							
	Restructuring Year 1							
	Restructuring Year 2							
	Restructuring Advanced							

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	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							
Students with Disabilities							
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	▶
Overall Score:	79.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	9.2	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	▶
School Performance:	15	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	▶
Student Progress:	46.6		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	9		

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Needs Assessment 2010

A comprehensive needs assessment was conducted in spring of 2010. The following instruments were used to assess and inform instruction.

- Fountas and Pinnell Benchmark Assessment (Grades K-5)
- NYSTART Data
- NYS Standardized Test Results in ELA and Math (Grades 3-5)
- NYSESLAT (Grades K-5)
- Acuity: Predictive Assessments and Instructionally Targeted Assessments (Grades 3-5)
- ARIS
- New York State Accountability Overview Reports
- Progress Reports
- School Quality Review Reports
- School Developed Surveys
- New York City School Survey
- Inquiry Team Research/Targeted students
- ATS Reports (RLAT, RSFE, RYOS)
- Principal's Performance Review

Analysis of the NYS Standardized Testing Program

An analysis of third, fourth and fifth grade achievement on the New York State English Language Arts Exam reveals the following:

ELA All Grades	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3/4	
		#	%	#	%	#	%	#	%	#	%
2006	316	13	4.1	108	34.2	184	58.2	11	3.5	195	61.7
2007	425	45	10.6	170	40.0	197	46.4	13	3.1	210	49.4
2008	413	30	7.3	136	32.9	237	57.4	10	2.4	247	59.8
2009	359	13	3.6	88	24.5	239	66.6	19	5.3	258	71.9
2010	363	63	17.4	155	42.7	114	31.4	31	8.5	145	39.9

In looking at performance trends over the years, the number of students performing at levels 3 and 4 combined has decreased significantly. In 2010, 39.9 % of all our students are performing at level 3 and above. Furthermore, the number of students performing at levels 1 and 2 has increased considerably. A majority of these students are English Language Learners and students with disabilities. An item analysis indicates that a percentage of students are not reading at grade level due to their inability to correctly answer critical thinking questions.

ELA Grade 3	Number Tested	Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
		#	%	#	%	#	%	#	%	#	%
2006	77	3	3.9	14	18.2	56	72.7	4	5.2	60	77.9
2007	146	21	14.4	48	32.9	71	48.6	6	4.1	77	52.7
2008	120	15	12.5	39	32.5	63	52.5	3	2.5	66	55.0
2009	112	6	5	29	26	68	61	9	8	77	69

2010	131	23	17.6	60	45.8	38	29	10	7.6	48	36.6

For the 2010 school year, 36% of grade 3 students performed at level 3 and above. However, the number of students performing at levels 1 and 2 have increased notably. In addition, the number of students performing at level 4 have increased slightly when looking at the performance trends over the past five years.

ELA Grade 4	Number Tested	Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
		#	%	#	%	#	%	#	%	#	%
2006	113	6	5.3	46	40.7	60	53.1	1	0.9	61	54
2007	131	20	15.3	45	34.4	60	45.8	6	4.6	66	50.4
2008	139	7	5	41	29.5	90	64.7	1	0.7	91	65.5
2009	117	7	6	35	29.9	75	64.1	0	0	75	64.1
2010	114	15	13.2	50	43.9	42	36.8	7	6.1	49	43

For the 2010 school year, 43% of our grade 4 students were performing at level 3 and 4 combined. The number of students performing at levels 1 and 2 have elevated. Subsequently, the number of students performing at levels 3 and 4 have declined.

ELA Grade 5	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3 & 4	
		#	%	#	%	#	%	#	%	#	%
2006	126	4	3.2	48	38.1	68	54.0	6	4.8	74	58.7
2007	148	4	2.7	77	52.0	66	44.6	1	0.7	67	45.3
2008	139	6	4.3	50	36.0	78	56.1	5	3.6	83	59.7
2009	130	0	0	23	18	90	74	10	8	107	82
2010	115	25	21.2	45	38.1	34	28.8	14	11.9	48	40.7

In Grade 5, 40% of our students are performing at levels 3 and 4 combined. The number of students performing at levels 1 and 2 has drastically increased.

An analysis of third, fourth and fifth grade achievement on the New York State Math Exam reveals the following:

MATH All Grades	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3/4	
		#	%	#	%	#	%	#	%	#	%
2006	447	40	8.9	87	19.5	237	53.0	83	18.6	320	71.6
2007	451	34	7.5	68	15.1	242	53.7	107	23.7	349	77.4
2008	411	22	5.4	58	14.1	250	60.8	81	19.7	331	80.5
2009	388	19	5	38	10	213	55	116	30	329	85

2010	383	36	9.4	143	37.3	127	33.2	77	20.1	204	53.3
-------------	-----	----	-----	-----	------	-----	------	----	------	-----	------

Overall results of the New York State Math exam for all tested students in Grades 3, 4, and 5 indicate that 53.3% of our students are performing at level 3 and 4 when combined. However, there is an increase in the number of students performing at levels 1 and 2. An item analysis reveals that students are struggling in numbers and operations.

MATH Grade 3	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3/4	
		#	%	#	%	#	%	#	%	#	%
2006	144	15	10.4	27	18.8	64	44.4	38	26.4	102	70.8
2007	151	8	5.3	14	9.3	86	57.0	43	28.5	129	85.4
2008	140	4	2.9	14	10.0	93	66.4	29	20.7	122	87.1
2009	124	4	3	11	9	73	59	36	29	109	88
2010	136	17	12.5	52	38.2	42	30.9	25	18.4	67	49.3

In grade 3, 49% of our students are performing at level 3 and above. Over time, the number of students performing at levels 1 and 2 have increased substantially.

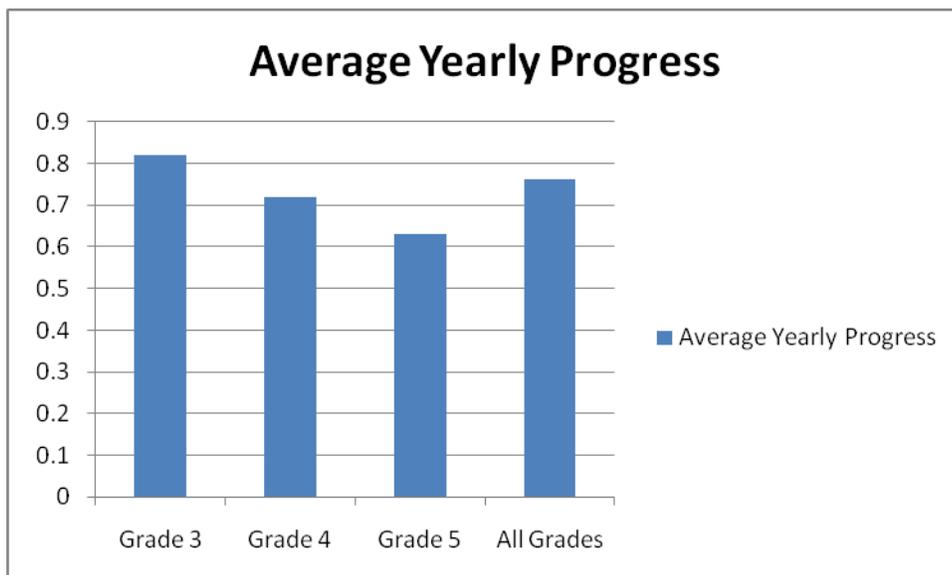
Math Grade 4	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3/4	
		#	%	#	%	#	%	#	%	#	%
2006	155	14	9.0	22	14.2	98	63.2	21	13.5	119	76.8
2007	139	13	9.4	32	23.0	68	48.9	26	18.7	94	67.6
2008	141	9	6.4	22	15.6	82	58.2	28	19.9	110	78.0
2009	130	13	10	16	12	62	48	39	30	101	78.0
2010	122	7	5.7	53	43.4	41	33.6	21	17.2	62	50.8

For the 2010 school year, 50.8 % of our students are performing at levels 3 and above. There has been a significant increase in the number of students performing at level 2 particularly. However, there has been a decrease of the number of students performing at level 1 when compared to the 2009 school year.

MATH Grade 5	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3/4	
		#	%	#	%	#	%	#	%	#	%
2006	148	11	7.4	38	25.7	75	50.7	24	16.2	99	66.9
2007	161	13	8.1	22	13.7	88	54.7	38	23.6	126	78.3
2008	131	9	6.9	22	16.8	76	58.0	24	18.3	100	76.3
2009	134	4	3	13	10	76	57	40	30	117	87
2010	125	12	9.6	38	30.4	44	35.2	31	24.8	75	60

For the 2010 school year, 60% of our students are performing at levels 3 and 4 combined. Performance at level 1 indicates a slight increase and the number of students performing at level 2 is substantially higher.

**Student Performance Trends
Fountas and Pinnell Benchmark Assessment**



After a in depth review of the Fountas and Pinnell Benchmark Assessment System, we found that Grade 3 showed 0.82 average yearly growth, grade 4 showed 0.72 average yearly growth and grade 5 showed 0.63 average yearly growth. All grades indicated 0.76 average yearly growth.

Grade 3

After examining the results of the Fountas and Pinnell Benchmark System by grade, we found that 56.5% are reading on or above grade level and 43.4% are reading below grade level. On the grade, 0.77% showed 0.2 growth, 20.1% showed 0.3 growth, 1.55% showed 0.4 growth, 3.87% showed 0.5 growth, 15.5% showed 0.6 growth, 1.55% showed 0.7 growth, 2.3% showed 0.8 growth, 28.36% showed 1.0 growth, 1.55% showed a 1.2 growth, 10.8% showed 1.3 growth, 1.55% showed 1.4 growth, 9.3% showed 1.6 growth, 0.77% showed 2. growth and 1.55% showed no growth at all.

Grade 4

After examining the results of the Fountas and Pinnell Benchmark Assessment System by grade, we found that 78.0% are reading on or above grade level and 22.0% are reading below grade level. On the grade .017%

showed no growth at all, .008 showed 0.2 growth, 14% showed 0.3 growth and 31.5 % showed 0.6 growth, and 32.5 % showed 1. growth and 16.7% showed 1.3 growth and 0.26 % showed a 1.6 growth.

Grade 5

After analyzing the results of the Fountas and Pinnell Benchmark Assessments by grade, we found that 59.6% of students are reading on or above grade level and 40.3% are reading below grade level. On the grade, .008 showed no growth, 29% of students showed .3 growth, 48% showed .6 growth, 15% showed 1. growth, .04 showed 1.3% growth, and .02 showed 1.6% growth.

In summary, many of our students have difficulty achieving Level T and above, due to the complexity of the text and the use of more sophisticated and technical vocabulary.

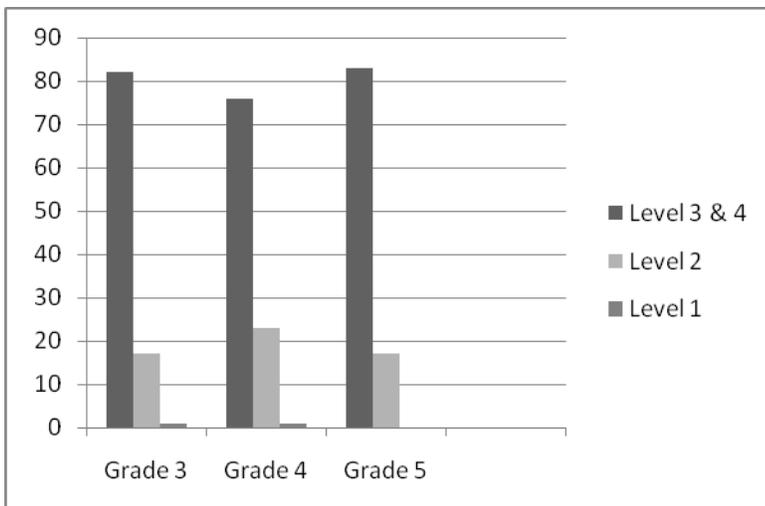
ELA Needs Assessment Based on 2010 Acuity Spring Predictive

On February 9, 2010 students in grades 3, 4, and 5 took the Acuity ELA Predictive Assessment. In the third grade, 132 students took the assessment. In the fourth grade, 116 students took the assessment. In the fifth grade, 118 students took the assessment.

In the third grade, 24 students received a score of Level 1 or Level 2. This makes up approximately 18% of the grade which means 82% of the grade is performing at grade level.

In the fourth grade, 28 students received a score of Level 1 or Level 2. This makes up approximately 24% of the grade which means approximately 76% of the grade is performing at grade level.

In the fifth grade, 20 students received a score of Level 1 or Level 2. This makes up approximately 17% of the grade which means 83% of the grade is performing grade level work.



Implications

In grade three, the standard that students were most in need of reviewing was: 3.L.CS.3 Standard 3: Listening: What students do for critical analysis and evaluation. (41% Level 1)

In grade four, the standard that students were most in need of reviewing was: 4.W.CS.3 Standard 3: Writing: What students do for critical analysis and evaluation. (22% Level 1)

In grade five, the standard that students were most in need of reviewing was: 5.W.CS.3 Standard 3: Writing: What students do for critical analysis and evaluation. (62% Level1)

The Acuity predictive test measures are not as clear and concrete as the math strands and standards. Yet, there are indications for a continued need to build exposure to enriched vocabulary and a continued need to have students practice listening skills and hear language in use with this enriched vocabulary.

These implications should be incorporated into the Reading Street curriculum with a continued focus on vocabulary building activities and use. The outcomes would be an improvement in student performance and proficiency on future standardized assessments and a higher average growth in student reading levels as identified by the Fountas and Pinnell formative assessment.

Math Needs Assessment Based on 2010 Acuity Spring Predictive

On February 9, 2010, students in grades 3, 4, and 5 took the Acuity Math Predictive Assessment. In grades three through five, 384 students took the assessment. There are several important data pieces to consider when discussing this assessment. The test is broken down into the five math standards of Algebra, Geometry, Measurement, Number Sense, and Statistics. Looking at the average points received in math, school performance showed one common negative standard through all three grades, which was Number Sense and Operations. Students in grade three had 62% proficiency in this standard and earned only 58% of the points available for this standard. Students in grade four had a 69% proficiency in this standard and earned 64% of the points available. Students in grade five had a 51% proficiency in this standard and received 52% of the points available.

Implications

The mathematics standard 3-4-5.C.N, Number Sense and Operations includes both multiple choice and constructed responses. Students will:

- understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems;
- understand meanings of operations and procedures, and how they relate to one another;
- compute accurately and make reasonable estimates.

Finding an appropriate place in our curriculum map to explore the above concepts in a deeper or more expansive manner would not only yield an improvement in student proficiency in the standard and strand but an improvement in math performance and progress as this is an identifiable area for school wide improvement.

● Accomplishments

- Overall score of the NYC progress Report went from a C (42.5) in 2007-2008 to an A (79.8) in 2008-2009.
- Overall rating of proficient on the 2009-2010 Quality Review Report.
- Awarded \$62, 000 ELL Success Writing Initiative Grant 2008-2009 to help support our English Language

Learners.

- 12% gain from 2008 to 2009 in the number of students performing at levels 3 and 4 in grades 3, 4 and 5 in English Language Arts.
- Implementation of a school wide reading program, *Reading Street*, Pearson Scott Foresman in grades 1-5 and *My Sidewalks* for students with disabilities and an ELL component for our English Language Learners.
- Increased Average Daily Attendance approximately 1% from last school year, 92%-94%.
- Utilize the *Fountas and Pinnell* Benchmark Assessment tool in all grades in order to monitor student success and achievement in reading and writing school wide.
- Teachers and students establish short and long term goals which are reflected upon and revised as needed throughout the school year.
- Increased Extended Day instructional block to up 60 minutes two times a week will provide additional support to Level 1 and 2 students and provide enrichment activities to higher performing Level 4 students.
- Extended collaborative planning and inquiry work time for teachers 60 minutes two times a month.
- Increased teachers collecting, analyzing, and using data to inform instruction and to evaluate and improve student progress and performance.
- Ongoing collaboration between different constituencies and among grades to create consistency and to establish a professional learning community.
- Programming allows for teachers to collaborate and Align Curriculum Maps across all subject areas with the state standards. Teachers revise and modify the maps at the end of each year.
- Established a new UFT Teacher Resource Center which is equipped with an abundance of materials and resources in literacy and math to support the existing curriculum.
- Established Principal's Performance Program for higher achieving students.
- Implemented tiered instruction (Intensive, Strategic, and Benchmark and above). A representation of our data collection is displayed using data folders (Red-Intensive, Yellow-Strategic, green-Benchmark).
- Implementation of a school wide reading program, *Reading Street*, Pearson Scott Foresman in grades 1-5 and *My Sidewalks* for students with disabilities and an ELL component for our English Language Learners.
- Increased parental involvement activities.
- Provided Professional Development to match the needs of teachers' ability level in Balanced Literacy, Reader's and Writer's Workshop, Math, ESL Methodologies, and Differentiated Instruction.
- Daytime Adult English Language Classes for parents.
- 4th and 5th Grade after school chorus, concerts held for students, parents and community members.

● **Aids**

- School Quality Review
- New York City School Survey
- New York City Progress Reports

- New York State Accountability Overview Report
- ACUITY Test assessments, ITA and Predictive Assessments
- ARIS and ARIS Parent Link
- Parent Teacher Association (PTA)
- UFT Professional development from outside consultants
- UFT Resource Center/ Central Book Room
- Parent Coordinator to support communication between parents and teachers and administration
- Additional AIS Personnel to support classroom teachers and improve student achievement
- Mathematics Coach and Data Specialist
- Extended Day Program and Enrichment Programs in Art, Science, Technology, Literacy and Community Service
- Distribution of materials and resources are based on teacher needs
- Inquiry Team
- School Leadership Team
- Pupil Personnel Team
- New York State ELA and Math exam administered in May
- New York City Funding for Inquiry Work
- Use of translation services to assist and increase parent involvement
- Long Island University; New York City Teaching Fellows Partnership

● **Barriers**

- Insufficient funds for additional support staff/AIS providers and classroom supplies due to recent budget cuts
- Transient/high mobility population, many students leave to return to their homeland for extended times throughout the school year
- High percentage of Beginner and Intermediate ELLs taking the NYS ELA Exam.
- Home language continues to be a barrier in regards to parent involvement and overall communication.

Progress Report 2009-2010

After reviewing the Progress Report, we have received an overall grade of a C, (38.8 out of 100). Findings show that our student performance has significantly dropped from a 15.5 to 3.4 when compared to last year. We will continue to focus on the improvement of skill levels in English Language Arts and Mathematics.

Progress Report 2008-2009

After reviewing the Progress Report, we have received an A on the New York City Progress Report, (79.8 out of 100). We found that we have made a significant amount of student progress (46.6 out of 60) among all student subgroups. In addition, results indicate an improvement in student performance (15.0 out of 25) and in school environment (9.2 out of 15). Continued efforts will be made to gain more progress in these two areas.

Learning Environment Survey 2009-2010

After reviewing the New York City, Department of Education, Learning Environment Survey, results indicate that we have increased in the areas of Communication (7.1) and Engagement (7.2). However, there is a minor decrease in Safety and Respect (8.1) and Academic Expectations (7.6). We have improved as planned under the two categories of communication and engagement.

Learning Environment Survey 2008-2009

After reviewing the New York City, Department of Education, Learning Environment Survey, results indicate that we have an increase in all four categories Academic Expectations (7.7), Communication (7), Engagement (6.9) and Safety and Respect (8.2)] in comparison to last year.

However, we would like to increase the number of teachers who participate in the survey. The two areas we need to continue to improve in fall under the categories of communication and engagement.

Quality Review 2009-2010

P.S. 179's received a rating of proficient in the following areas; Instructional and Organizational Coherence, Plan and Set Goals, Align Capacity Building, and Monitor and Revise Goals. We have received a well developed rating in Quality Statement 2- Gather and Analyze Data. We need to extend and expand teacher teams on each grade level to share good practice, develop tools, and analyze data to plan curriculum and drive instruction. Expanding the use of data analysis to evaluate and reflect on programs within school will lead to effective professional collaborations. Expanding the use of the observation tool will develop teacher's professional goals and plans that reflect and support the attainment of school-wide programs. We need to ensure that all constituent groups are involved in setting goals that include greater levels of challenge for our higher performing students.

Positive findings from the Quality Review Report show that leaders make informed and effective organizational decisions across all aspects of the school to support improvements in learning. The learning community focuses on student outcomes with a vision to accelerate student learning. Effective student support services and collaboration with families provide students with a wide range of opportunities to grow academically and socially.

Accountability Overview Report 2009-2010

According to the 2009-2010 Accountability Overview Report, all students and subgroups met our Annual Measurable Objective in English Language Arts and Mathematics. As a result, we are a School In Need of Improvement Year 2 (Holding). We will continue to meet the needs of all students including our subgroups, Students with Disabilities and English Language Learners.

Accountability Overview Report 2008-2009

According to the 2008-2009 Accountability Overview Report, our Students with Disabilities did not meet our Annual Measurable Objective in English Language Arts. As a result, we are a School In Need of Improvement Year 2. For the 2009-2010 school year, we will implement My Sidewalks, Pearson Scott Foresman to differentiate instruction and support the academic needs of our students with disabilities. We implement 12:1:1, Special Education Teacher Support Services, and Collaborative Team Teaching models.

Chapter 57 School Quality Indicators 2008

According to the Chapter 57 School Quality Indicators, it is recommended that there should be a stronger link between lessons and results and data informing instruction. An increase in ESL push in was recommended so students will not miss classroom work. There should be a school wide plan to address English Language Learners which includes professional development. Schools should have print rich environments to support the English Language Learners. School wide teams should be goal focused toward student achievement.

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 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

School Goals for the 2010-11 School Year

Accountability Overview Report 2009-2010

According to the 2009-2010 Accountability Overview Report, all students and subgroups met our Annual Measurable Objective in English Language Arts and Mathematics. As a result, we are a School In Need of Improvement Year 2 (Holding). We will follow 12:1:1, Special Education Teacher Support Service, and Integrated Co-Teaching models. We will continue to meet the needs of all students including our subgroups, Students with Disabilities and English Language Learners.

Goal #1

By June 2011, to increase the number of students with disabilities who are meeting promotional criteria by 10% or greater as measured by the New York State English Language Arts Exam.

After an in depth review of the 2010 Mathematics Acuity Spring Predictive, we found that the average points received in math, school performance showed one common negative standard through all three grades, which was Number Sense and Operations.

Goal #2

By June 2011, students in grade 3, 4, and 5 will show a 3% increase in proficiency in the Numbers and Operations strand as measured by the New York City Acuity Predictive Assessment.

After reviewing the Fountas and Pinnell Benchmark Assessment Results, we found that 56.5 % of our third graders are reading on or above grade level. 78.7% of our fourth grade students are reading on or above grade level. 59.6% of our fifth grade students are reading on or above grade level.

Goal #3

By June 2011, to increase the number of students reading at grade level by 3% or greater as measured by the Fountas and Pinnell Benchmark Assessment System.

Due to the fact that there are several different languages spoken among our students, home language continues to be a barrier in regards to parent involvement and overall communication. We will strive to provide various activities such as award ceremonies, concerts, performances, classroom celebrations, book fairs, boutiques, bake sales and Dr. Seuss read aloud day to increase parent engagement and participation.

Goal #4

By June 2011, to increase parental involvement activities by 10% or greater and overall communication as measured by attendance at all parent workshops and school functions and the parent involvement plan.

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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Special Education/English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, to increase the number of students with disabilities who are meeting promotional criteria by 10% or greater as measured by the New York State English Language Arts.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Students Responsible Staff: All Staff</p> <ul style="list-style-type: none"> ● From September 2010 to June 2011, implement <i>My Sidewalks Intensive Intervention</i>, Pearson Scott Foresman. ● Differentiation of instruction, strategy groups and center time will be provided on a daily basis. ● 2 X a month collaborative planning and inquiry work for special education teachers with general education teachers to drive instruction towards grade level standards. ● Daily use of reading strategies that are based on scientifically based research in the six dimensions of reading. ● Incorporate test sophistication into daily reading lessons. ● Use of leveled libraries to meet the needs of students with

disabilities.

- Data is collected (every 6 weeks), analyzed, reflected upon and instruction is revised as recommended by Chapter 57 School Quality Indicators.
- Implementation of measurable SMART goals for all mandated IEP students.
- IEP goals are monitored and progress is measured on an ongoing basis.
- Foundations implemented in K-2 special education classes.
- Students with disabilities will be homogenously grouped during extended day to provide additional academic support.
- Multi-sensory approach is used in each special education classroom to address specific learning styles for students with disabilities.
- Response to Intervention is the process to tier instruction to meet the needs of all students.
- Collaboration between related service providers and special education classroom teachers to effectively meet the needs of students with disabilities.
- School Assessment Team collaborates with teachers to reevaluate students for the correct special education setting, whether it be more or less restrictive.
- Pupil Personnel Team meets on a weekly basis to discuss possible interventions to offer to students with disabilities.

Target Population: Teachers and Paraprofessionals

Responsible Staff: Coach, CFN 406 SESIS, School Assessment Team, Outside Consultants

- IEP training for newly hired special education teachers.
- Teacher mentoring for new special education teachers.
- 1X a month Network One provides professional development to special education teachers.
- Inter-visitations among staff throughout the school year.
- Special education teachers meet with administration to collaborate and brainstorm ways to improve student achievement.
- Training for teachers and paraprofessionals in utilizing remedial strategies in all academic areas.

Target Population: Parents

Responsible Staff: Coach and Teachers

- Triennial evaluations include testing by the School Assessment Team when needed to determine most effective placement to suit the student's academic needs. Results are discussed and collaborative decisions are

	<p>made with teachers, service providers and parents.</p> <ul style="list-style-type: none"> ● Annual reviews held with teachers, related service providers and parents to discuss progress and future goals for students with disabilities. ● Monthly parent workshops in English Language Arts strategies. ● February and March Test Preparation workshops in ELA test format and testing strategies. ● Parent Technology Workshop for Reading Street Program. ● ARIS parent link workshop training throughout the school year. ● Notices sent home to parents after each Selection Test (Weekly), Benchmark Unit Test (Approx. 6-8 weeks) ● In addition to Parent Teacher Conferences in November and March additional meetings will be held to discuss student progress. ● September 2010, parents invited to curriculum week orientation where they will receive information and materials to support student learning at home.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ● Conceptual Consolidation of Reimbursable and Tax Levy Funds as indicated in Appendix 4. (OTPS, PS) ● Tax Levy –mandated classroom/out of classroom positions. OTPS, per diem and per session. (OTPS, PS) ● Title 3 funds - - ELL professional dev. /training, before/after school and weekend programs, OTPS, etc. ● C4E funds- <ul style="list-style-type: none"> A.I.S. - intervention/prevention – time on task (1 teacher). (PS) 1 Title 1 SWP <ul style="list-style-type: none"> a. 10% professional dev. set aside – used to fund 1 A.P. (.5/each). (PS) b. 5% set aside for highly trained staff. (PS) c. Additional title 1 funds used for curriculum and staff dev. and for educational consultants d. Reduce class size (upper grade class). 2 Title 1 SWP ARRA <p>Tax Levy DRA stabilization- maintain classroom positions and to improve student achievement.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● By January 2011, students should move up at least 1 level or more in Fountas & Pinnell Benchmark Assessment. ● 3 X a year, October, February and May Fountas & Pinnell Benchmark Assessment administered (3X a year for at risk students). ● An improvement of at least 2% performance for students with disabilities on the periodic assessments and

	<p>classroom tests during the 2010-2011 school year.</p> <ul style="list-style-type: none">● September 2010 Baseline Assessment, Pearson Scott Foresman.● Progress on Every 6 weeks End of Unit Assessments,● Weekly progress monitoring using Selection Tests and Fresh Reads measuring vocabulary, phonics and Comprehension.● Monitoring for Results, instructional reading levels are collected and reviewed 3X a year (November, February, May)● By June 2011, the number of students with disabilities who are meeting promotional criteria will increase by 10% or greater as measured by the New York State English Language Arts.
--	---

Subject/Area (where relevant): Mathematics: Number Sense and Operation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in grade 3, 4, and 5 will show a 3% increase in proficiency in the Numbers and Operations strand as measured by the New York City Acuity Predictive Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Students Responsible Staff: All Staff</p> <ul style="list-style-type: none"> ● From September 2009 to June 2010, continued implementation of Everyday Math that meets the needs of students struggling in mathematics and strengthens knowledge in the fundamentals. ● Daily additional support for English Language Learners using the push in model and team teaching approach. ● Increase participation in the Problem of the Month initiative with a focus of Number Sense and Operation. ● Increase use of the <i>Student Reference Book</i> daily. ● Increase and allot time for <i>Everyday Math</i> games on a weekly basis. ● Incorporate differentiation of instruction on a daily basis. ● Extended day instruction to provide AIS for students who are struggling and performing at levels 1 and 2. ● Supplemental program, <i>Math Steps</i> ● Daily effective use of technology in instruction and assessment. ● Math word walls to increase vocabulary. ● Tiered instruction in mathematics. ● Increase use of manipulatives. <p>Target Population: Teachers Responsible Staff: Coach, Administration</p> <ul style="list-style-type: none"> ● Math coach will provide professional development and provide model lessons with a focus on Number Sense and operations on a bi-weekly basis. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the “Balanced approach to Mathematics” that provides opportunities for hands on investigation and meaningful applications of skills learned. ● Teachers will use periodic assessments (3X a year) from Acuity: Predictive and Instructionally Targeted Assessment, ongoing assessments (End of unit test, 1X a month) to inform instruction and group students. ● Monthly Pacing calendar aligned with New York State Mathematics standards.

	<ul style="list-style-type: none"> ● CFN provides professional development throughout the school year. <p><i>Target Population: Parents</i> <i>Responsible Staff: All Staff, Coach</i></p> <ul style="list-style-type: none"> ● ARIS parent link training workshops for parents. ● Mathematics Test Preparation workshops for parents. ● Increase the number of Mathematics workshops with a focus on Number Sense and Operations for use in the real world. ● EDM Homework/Parent Link ● Parents letters disseminated at the start of each unit. ● EDM Math Unit Test results are shared with parents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ● Conceptual Consolidation of Reimbursable and Tax Levy Funds as indicated in Appendix 4. (OTPS, PS) ● Tax Levy –mandated classroom/out of classroom positions. OTPS, per diem and per session. <ul style="list-style-type: none"> ● Title 3 funds - - ELL professional dev./training, before/after school and weekend programs, OTPS, etc ● C4E funds- <ul style="list-style-type: none"> 1-A.I.S. - intervention/prevention – time on task (1 teacher). (PS) 2-Math coach/leadership coach (PS) ● Title 1 SWP <ul style="list-style-type: none"> 1- 10% professional dev. set aside – used to fund 2 A.P.'s (.5/each) (PS) 2- 5% set aside for highly trained staff. (PS) 3- Additional Title 1 funds used for curriculum and staff dev. and for educational consultants (PS) 4- Reduce class size (upper grade class). (PS) ● Title 1 SWP ARRA (PS) ● Tax Levy DRA stabilization- maintain classroom positions and to improve achievement for all students. (PS)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● Analyze, collect and review Everyday Mathematics Unit Test ● Math Periodic Assessments: Predictive 1X a year ITAs 2X a year ● Daily Teacher observation/classroom performance/informal assessments/conference notes ● Rubrics/Teacher Made Tests ● Student Journals/Notebooks/Folders ● Number of students who answer the problem of the month correctly.

	<ul style="list-style-type: none"> ● By June 2011, students will improve 3% in the Number Sense and Operations strand on the 2011 Predictive test.
--	--

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, to increase the number of students reading at grade level by 3% as measured by the Fountas and Pinnell Benchmark Assessment System.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Students Responsible Staff: All staff</p> <ul style="list-style-type: none"> ● From September 2010 to June 2011, employ school wide reading program, <i>Reading Street</i> Pearson Scott Foresman. ● Teachers follow a research based core curriculum Including the five basic components of reading: Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension using a variety of literary genres. ● Daily implementation of supplemental ELL support materials. ● Differentiated instruction using strategy and guided reading groups; flexible grouping, tiered instruction ● Daily 90-120 minute literacy block and center time ● Print rich environment as per Chapter 57 School Quality Indicators. ● Data collected, analyzed, and instruction is revised. ● Teachers look at student work weekly to inform instruction and regroup or re-teach students, as per Chapter 57. ● Teachers reinforce literacy strategies during content area instruction to improve reading, writing, listening skills of all students. ● Ongoing effective use of technology for instruction and assessment. ● Book clubs will encourage accountable talk discussions and support critical thinking. ● During daily guided reading groups students will be Exposed to Non-Fiction (Informational) Text. ● In grades 3, 4, 5 there will be an emphasis on vocabulary development and exposure to more complex texts through read alouds and/ or shared reading daily.

	<p>Target Population: Teachers Responsible Staff: Coach, Administration and Outside Consultants</p> <ul style="list-style-type: none"> ● Scheduled Inter-visitations for teachers to observe best practices. ● Scheduled learning walks with time allotted for constructive feedback and reflection ● Training in ESL methodologies for all teachers. ● Monthly Grade conferences where teachers look at student work, analyze reading assessments and plan instruction. ● Utilize extended time bi-monthly to work collaboratively and analyze current data to develop lessons to help improve student overall reading achievement. ● Grade level Inquiry Team monthly meetings for targeted students. ● UFT Teacher Center for teachers to be utilized as needed for guided reading materials and professional resources ● Ongoing purchasing of <i>Reading Street, Pearson Scott Foresman</i> components to support teachers in differentiation of instruction and implementation guided reading. Re: Advanced leveled readers, Grammar books, ELL readers. <p>Target Population: Parents Responsible Staff: Teachers, Coach, Administration, Parent Coordinator, School Assessment Team</p> <ul style="list-style-type: none"> ● ELA test preparation Workshops to inform parents of test taking strategies. ● Increase the number of ELA strategies workshops for parents. ● Ongoing ARIS Parent link training for parents. ● Parenting workshops provided by the School Based Support Team. ● Parents are provided a Reading Street access code for their child to assist with homework. ● Reading packets sent home throughout the year to support student learning.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<ul style="list-style-type: none"> ● Conceptual Consolidation of Reimbursable and Tax Levy Funds as indicated in Appendix 4. (OTPS, PS) ● Tax Levy –mandated classroom/out of classroom positions. OTPS, per diem and per session. (OTPS, PS) ● Title 3 funds - - ELL professional dev. /training, before/after school and weekend programs, OTPS, etc.

<p><i>described in this action plan.</i></p>	<ul style="list-style-type: none"> • C4E funds- <ul style="list-style-type: none"> A.I.S. - intervention/prevention – time on task (1 teacher). (PS) 3 Title 1 SWP <ul style="list-style-type: none"> a. 10% professional dev. set aside – used to fund 1 A.P. (.5/each). (PS) b. 5% set aside for highly trained staff. (PS) c. Additional title 1 funds used for curriculum and staff dev. and for educational consultants d. Reduce class size (upper grade class). 4 Title 1 SWP ARRA <p>Tax Levy DRA stabilization- maintain classroom positions and to improve student achievement.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By January 2011, students will meet or exceed to the next reading level. • 3X a year October, February and May, Fountas & Pinnell Benchmark Assessment. • Every six weeks End of the unit benchmark tests are collected and reviewed by coaches administration. • September 2010, Baseline assessment administered • Progress on End of Unit test, Pearson Scott Foresman • Student Journals/Notebooks/Folders/Portfolios • Running Records/Conference Notes • Daily teacher observations/classroom performance/informal assessments/conference notes collected in an assessment binder • Periodic Assessments: Predictive 1X a year ITAs 2X a year • By June 2011, the number of students reading on or above grade level will increase by 3% as measured by the Fountas & Pinell Benchmark Assessment System.

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>By June 2011, to increase parental involvement activities by 10% or greater and overall communication as measured by attendance at all parent workshops and school functions and the parent involvement plan.</i></p>				
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff</i></p>	<p><i>Target Population: Parents</i> <i>Responsible Staff: Coach, Parent Coordinator, Administration</i> Parent Involvement Plan</p> <table border="1" data-bbox="618 1860 1463 1934"> <thead> <tr> <th data-bbox="618 1860 1024 1898"><i>Month</i></th> <th data-bbox="1024 1860 1463 1898"><i>Parent</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="618 1898 1024 1934"></td> <td data-bbox="1024 1898 1463 1934"><i>Activities/Events/Workshops</i></td> </tr> </tbody> </table>	<i>Month</i>	<i>Parent</i>		<i>Activities/Events/Workshops</i>
<i>Month</i>	<i>Parent</i>				
	<i>Activities/Events/Workshops</i>				

members; and implementation timelines.	September	Parent Curriculum Week Parent Orientation Workshop on “Homework Help, Everyday Math” Workshop on “Homework Help, Reading Street” Workshop on “Number Sense and Operation” ARIS Parent Link Workshop
	October	Pumpkin Patch Halloween Parade Penny Harvest Assembly Workshop on “Reading Street Technology” Workshop on “Periodic Assessment Testing Grades 3, 4, 5” Workshop on “Testing the Special Needs student” Red Ribbon Drug Awareness Week
	November	Open School Week Parent Teacher Conference ARIS Parent Link Workshop Workshop on “Questions to ask during a Parent Teacher Conference” Pre-K Workshop “Reading is Fun” Workshop on “Reading Strategies” Picture Day Thanksgiving Feast
	December	Winter Holiday Assembly Holiday Feasts Workshop on “Math Games & use of Manipulatives” Holiday Boutique ARIS Parent Workshop
	January	BINGO/Family Game Night Workshop on “Dial a Teacher” Workshop on “Reading Strategies” Workshop on “Vocabulary Development”
	February	100th Day of school Celebration and Activities Black History Month

<i>March</i>	<i>Dr. Seuss Read Literacy Initiative</i> <i>Parent Teacher Conferences</i> <i>ARIS Parent Link Workshop</i> <i>Science Fair</i> <i>Workshop on “New York State Test Preparation”</i>
<i>April</i>	<i>BINGO/Family Game Night</i> <i>Poetry Month</i> <i>Earth Day Assembly</i> <i>Turn off your TV week</i> <i>Stock Market Game</i> <i>Workshop on “Reading Strategies”</i> <i>Workshop on “Cultural Tasting/Recipe Swap”</i> <i>Bi-Monthly Craft Night</i>
<i>May</i>	<i>Festival of the Arts and International Night</i> <i>Arista Archon Honor Societies (Grades 4 & 5)</i> <i>Award Ceremonies (All Grades)</i> <i>Field Day</i> <i>Plant Sale</i>
<i>June</i>	<i>Field Day</i> <i>Workshop on “Summer Reading and Math Activities”</i> <i>Graduation and Moving Up Ceremonies</i>

- Utilize the parent coordinator as a strong home/school connection.
- Translators available at all monthly PTA meetings and Parent Teacher Conferences.
- Classroom celebrations will be held throughout the school year and parents will be invited accordingly.
- Disseminate parent involvement plan on a monthly basis.
- Quarterly Newsletter sent to parents.
- From September 2010 to June 2011, offer parent adult English classes during the day and the evening.
- Parent orientation held annually where they will receive materials to support student learning at home.
- Parents will be encouraged to join school committees.
- From September 2010 to June 2011, increase how often parents receive information about what their child is studying in school by hosting additional workshops and sending home student progress reports on a monthly

	<p>basis.</p> <ul style="list-style-type: none"> ● From September 2010 to June 2011, disseminate useful notices, memos, newsletters, and other communications. Make every effort to use translated versions of such correspondence. ● Monthly calendar sent home to parents listing school events in the school community. ● From September 2010 to June 2011, parents are invited up for writing celebrations (Published Pieces), class trips and events. ● Use of Translation headsets for interpretation purposes.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>5 Title 1 SWP 1% parent involvement set aside –for parent activities (OTPS) 6 Title 1 SWP ARRA 1% parent involvement set aside –for parent activities (OTPS)</p> <ul style="list-style-type: none"> ● Tax Levy parent Coordinator Funds to support 1 Parent Coordinator position (PS)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● Attendance and sign in sheets will be recorded and monitored. ● By January 2011, we will revisit our parent involvement plan and review attendance sheets to see if additional activities are necessary to increase parent participation. ● By June 2011, there will be a 3% increase in parent participation in school wide activities.

Subject/Area (where relevant): English Language Learners/English Language Arts/ Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, English Language Learners in grades 3, 4 and 5 will show a 5% increase in proficiency on both the NYS ELA and the NYS Math exams.</p>
--	--

<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Students Responsible Staff: All staff</p> <ul style="list-style-type: none"> ● From September 2010 to June 2011, employ school wide reading program, <i>Reading Street</i> Pearson Scott Foresman, and math program, <i>EveryDay Math</i>. ● Teachers follow a research based core curriculum and align lessons to NYS Standards ● Daily implementation of supplemental ELL support materials. ● Differentiated instruction using strategy and guided reading groups; flexible grouping, tiered instruction ● Print rich and visual environment as per Chapter 57 School Quality Indicators. ● Data collected, analyzed, and instruction is revised. ● Teachers look at student work weekly to inform instruction and regroup or re-teach students, as per Chapter 57. ● Teachers reinforce literacy strategies during content area instruction to improve reading, writing, listening and speaking skills of all students. ● Ongoing effective use of technology for instruction and assessment. ● Daily additional support for English Language Learners using the push in model and team teaching approach. ● ESL teachers target select group of ELL students during Extended Day Program. <p>Target Population: Teachers Responsible Staff: Coaches, Administration and Outside Consultants</p> <ul style="list-style-type: none"> ● ESL teachers and literacy consultant provides professional development and models effective strategies to improve teaching and learning in core subject areas ● Training in ESL methodologies for all teachers. ● Monthly Grade conferences where teachers look at student work, analyze reading assessments and plan
---	---

instruction.

- Utilize extended time bi-monthly to work collaboratively and analyze current data to develop lessons to help improve student overall reading achievement.
- Grade level Inquiry Team monthly meetings for targeted students.
- UFT Teacher Center for teachers to be utilized as needed for guided reading materials, math manipulatives and professional resources
- Ongoing purchasing of *Reading Street*, *Scott Foresman* components to support teachers in differentiation of instruction and implementation guided reading. Re: Advanced leveled readers, Grammar books, ELL readers.

Target Population: Parents

Responsible Staff: Teachers, Coaches, Administration, Parent Coordinator, School Assessment Team

- ELA and Math test preparation Workshops to inform parents of test taking strategies.
- Increase the number of ELA and Math strategies workshops for parents.
- Ongoing ARIS Parent link training for parents.
- Parenting workshops provided by the School Based Support Team.
- Parents are provided a Reading Street access code for their child to assist with homework.
- Reading packets sent home throughout the year to support student learning.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● By January 2011, students will increase one or more reading levels based on Fountas & Pinnell Benchmark Assessments ● Projected gains of 2% on each ITA, in both ELA and Math. ● Student progress will be monitored every six weeks using End of the Unit Reading Street benchmark tests and EveryDay Math Unit Assessments collected and reviewed by teachers, coaches and administration. ● Running Records/Conference Notes ● Periodic Assessments: Predictive 1X a year ITAs 2X a year ● NYSESLAT results and the ELL Interim Assessment Data to inform instruction and monitor student progress in all four modalities of English.
--	--

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT

FOR ALL SCHOOLS

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

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.

ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	A Health Services Specialist
# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
25	28	N/A	N/A	2	0	0	
74	74	N/A	N/A	2	0	0	
70	70	N/A	N/A	1	0	0	
91	91	N/A	N/A	6	0	0	
87	87	38	38	2	0	0	
78	78	38	38	2	0	0	

- 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:	AIS	<u>Method of Delivery</u>	<u>When service is provided</u>
	Leveled Literacy Institute: A short- term intervention designed to improve reading and writing skills. Students receive 30 minute lessons daily in a small group setting.	Small Group Instruction 1:3 ratio <u>Grade Targeted:</u> 1 and 2	During the school day 5X a week 30 minutes a day
	NYSESLAT Academic Intervention After School Program	Small Group Instruction <u>Grades Targeted:</u> 3, 4, and 5	After School
	ELL Freestanding Program: A program to increase students' English language acquisition through reading, writing, listening and speaking.	Small Group Instruction <u>Grades targeted:</u> K, 1, 2, 3, 4, and 5	During the school day
	Wilson's Foundations: A program designed to develop phonemic awareness and to develop the	Whole Class Instruction/Small Group <u>Grades targeted:</u> Kindergarten	During the school day

	acquisition of letter-sound correspondence.		
	<p>Guided Reading/Book clubs: Guided reading/Book clubs provides students with an opportunity to problem solve while reading for meaning: they are able to use and apply reading strategies. During guided reading, teachers develop vocabulary in context to build meaning before reading a text.</p>	<p>Small Group Instruction: Grades Targeted: K, 1,2,3,4,5</p>	<p>During the school day</p>
	<p>ELA Academic Intervention Afterschool Program</p>	<p>Small Group Instruction <u>Grade Targeted:</u> 3, 4, and 5</p>	<p>After School 2X per week</p>
	<p>Lit World Girls Club Afterschool program: An organization that promotes literacy skills with at risk girls which incorporates reading and writing.</p>	<p>Small Group Instruction 1:10</p>	<p>After School</p>

Mathematics:	<u>Math Program</u> Everyday Math A mathematics program designed to help students improve problem solving skills and numbers and operations.	<u>Method of Delivery</u> Small Group Instruction <u>Grades targeted:</u> K, 1, 2, 3, 4, and 5	<u>When Service is Provided</u> During the school day
Science:	Science Labs-Hands on Inquiry	<u>Grade targeted:</u> K, 1,2,3,4,5	During the school day
Social Studies:	Social Studies Core Curriculum	<u>Grade targeted:</u> 3,4,5	During the school day
At-risk Services Provided by the Guidance Counselor:	Counseling is provided for students with chronic/poor attendance rates, outreach is made to the parents. At-risk counseling is provided to teach pro-active social skills.	Small Group/One to One (Based on student needs)	During the school day
At-risk Services Provided by the School Psychologist:	N/A		
At-risk Services Provided by the Social Worker:			
At-risk Health-related Services:	N/A		

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 (2010-2011) Language Allocation Policy to this CEP.

Please see **LAP Worksheet**.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- ✓ We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 365 LEP Non-LEP

Number of Teachers 9 Other Staff (Specify) Paraprofessionals

School Building Instructional Program/Professional Development Overview

Push-In / Pull-Out: 6

ESL Self -Contained: 3

Section II. Title III, Part A LEP Program Narrative

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.

Form TIII – A (1)(a)

Title III, Part A LEP Program

Our 2010-2011 Title III Part A LEP Program is designed to be a multifaceted, English Language Arts/ESL standards based program. It will promote English Language Arts development for our students. Initial assessments in ELA skills from both the Fountas and Pinnell Benchmark Assessment and the Reading Street Benchmark Assessments along with the NYSESLAT results have been analyzed to determine the current needs of our ELL's. Contingent upon funding, our supplemental educational program will be an after-school program which will focus on language acquisition skills for approximately 100 of our ELL's grades K through five using the four modalities of listening, speaking, reading, and writing utilizing Getting Ready for the NYSESLAT and the ELL supplemental component and leveled readers from Pearson Scott-Foresman Reading Street. The after-school program which will be conducted in English will begin January and run through March. There will be a total of eight sessions, each of which will be two hours. In order to bring the after-school curriculum to life, students will be taken on several walking trips to further enrich and enhance their academic experiences. 6 certified ESL teachers and 3 certified common branch teachers will be invited to team teach instruction to the students during this program. In order to monitor and evaluate the instructional program and attendance, a supervisor will be needed. In addition, to assist with paper work, attendance, students not picked up on time, and photocopies, a school aide will be needed as well. A portion of the funds will also be utilized to hire an F-Status ESL teacher to provide supplemental instruction and support to our beginner and intermediate ELL's. This teacher will be expected to use the scientifically based researched program Camp Can-Do to provide explicit and systematic instruction to approximately 100 ELL's. In order to fully develop the language acquisition of our beginner and intermediate ELL's as per the 2008-2009 NYSESLAT data, we have decided to target the same students for both the after-school program and F-Status enrichment. NYSESLAT consumable materials as well as leveled reading books and the ELL supplemental component from Reading Street will be purchased and utilized in order to provide academic enrichment and support to our students. In addition to our students receiving their mandated services, teachers will receive targeted, differentiated professional development and the translation needs of our parents will continuously be met through the Lexicon Global Language Interpretation System. Program description will be updated upon receipt current NYSESLAT data.

Professional Development Program

Contingent upon funding, an outside staff developer from Center for Integrated Teacher Education (CITE) will provide professional development to our teachers on differentiation especially geared toward ELLs. These professional development sessions will include but not be limited to demonstration lessons, modeling, and teaching skills and strategies to teachers with large numbers of ELLs in their classroom. The consultant will also assist in training all after-school teachers in ESL methodologies which promote language acquisition using listening, speaking, reading, and writing.

To ensure that teachers who work with ELLs and our F-Status ESL Teacher are exposed and have access to programs that will continue to enhance their professional skills. These professional development activities will include workshops, study groups, and peer coaching. Parents will also be invited to attend these workshops in order to promote communication between home and school. Teacher's will turn-key the information received during these professional development sessions to their colleagues during grade

<p>Part 1: High Quality Instructional Title III Program</p>	<p>Cost of After School Program :</p> <ul style="list-style-type: none"> • per session costs = \$8,228.36 • F-Status ESL Teacher = \$22,387.00 • materials/supplies = \$13,998.29 <p>total amount: \$44,613.65</p>	<p>After School Program: 8 sessions (Mondays) Dates to be determined.</p> <p>An ELL Support After-school Program which will support approximately 100 students in grades K-5 develop language acquisition skills through the use of the four modalities: listening, speaking, reading, and writing.</p> <p>Per Session Costs</p> <ul style="list-style-type: none"> • 9 teachers x 2 hours/session x 8sessions x \$49.89/hour = \$7,184.16 (fringes included) • 1 supervisor x 2.5 hours/session x 8sessions x \$52.21/hour=\$1,044.20 (fringes included) <p>Total per session costs = \$8,228.36</p> <p>F-Status ESL Teacher: 3X a week (Mon. Wed. Fri.) An F-Status ESL Teacher will provide additional support and enrichment to approximately 100 English Language Learners who have scored at the beginning or intermediate level on the 2008-2009 NYSESLAT exam. These students will also be involved in the above after school program = \$22,387.00</p> <p>Materials/supplies for After School Program</p> <ul style="list-style-type: none"> • The below textbooks will be utilized during the ELL Support After-school Program: NYSESLAT Consumable Materials: test prep text books: Getting Ready for the NYSESLAT, Reading Street by Pearson-Scotts Foresman: ELL supplemental component and leveled readers, folders, notebooks = \$13,393.29 • Related materials = \$605.00 <p>Total cost materials/supplies = \$13,998.29</p>
<p>Part 2: High-Quality Professional Development</p>	<p>Total amount= \$5,838.00</p>	<p>3 Per Diem Days for Professional Development: this includes but is not limited to in house professional development and collaboration; outside workshops:</p> <ul style="list-style-type: none"> • 5 days x \$167.60/day = \$838.00 (fringes included) <p>CITE ESL Consultant, who will provide professional development for teachers with large amounts of ELL's in their classrooms and the F-Status ESL Teacher. The consultant will also</p>

		<p>assist in training all after-school teachers in ESL methodologies which promote language acquisition using listening, speaking, reading, and writing.</p> <ul style="list-style-type: none"> • 4 hours/day x 5 days x \$250/hour = \$5000.00
Part 3: Description of Parent and Community Participation Activity Parent Activities	Total Amount: \$5,428.35	Lexicon Global Language Interpretation System: 20 headsets; accessories; and service plan = \$5,428.35
Other	0	
TOTAL	\$55,880.00	

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.

As a collaborative learning environment, we strive on building communication with all of our parents. Wherever possible, we try to communicate with non-English speaking parents in their home language. We believe that this communication will assist us in building parent accountability, knowledge, and capacity. With parents as one of our vested partners we are ensuring academic achievement for all students.

There are several structures that we have in place when students enter our school for the first time:

- **Parents fill out a Home Language Survey**
- **A certified ESL teacher conducts an interview with the child**
- **The LAB-R is administered to eligible students**
- **A certified ESL teacher hand scores the LAB-R and determines if the child is an ELL or non ELL**

If the child is an ELL the following occurs:

Parents are invited to the school for a parent orientation workshop. This ensures their understanding of all three program choices. These workshops are scheduled so that we meet with parents that speak the same language. Parents are given a brochure in their native language that explains each of the three program choices. A video is then shown in the native language that further explains the three program choices. After the viewing of the video, a representative of our staff or a parent volunteer, who speaks the language, is present to answer any questions. Once questions have been answered and parents fully understand the three program choices, they are given a Parent Survey and Program Selection form to complete.

- **All letters and information that are sent home to our parents are translated into the languages that have been identified by our Home Language Surveys.**

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 results of the Parents Survey and Program Selection form show that the majority of our parents chose to have their child in a Freestanding English Second Language class. These findings were reported to the school community at PTA and SLT meetings, Parent-Teacher Conferences and Parent Workshops.

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.

As a learning community with over 40% of our students identified as ELLs, we deem it imperative to have letters that are sent home translated by the Office of Translation Services. This ensures that our non-English speaking parents receive the same information as our English speaking parents.

Throughout the year parent workshops are offered where handouts are available in different languages so that parents are able to participate in the meetings. These handouts are translated by either in house staff members or the Office of Translation Services.

Brochures in the parent's native language are provided by the Department of Education to ensure parents understanding of the three program choices that are available to them. These brochures allow the parents to make an informed decision about the program their child will become a part of.

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

Our ESL teachers and paraprofessionals who are fluent in other languages help translate during workshops and conferences. During Parent Teacher Conferences, translators from the Office of Translation Services assist us with communicating with our parents.

During the school year when we communicate through phone conversations, translations are made by either an ESL teacher or paraprofessional. These in house translators assist in explaining any information that a parent may not understand.

DVDs in the native language of the parents are provided by the Department of Education to ensure parents understanding of the three program choices that are available to them. A certified ESL Teacher or Parent Volunteer who is fluent in the native language is available to assist with any questions that may arise.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by ensuring the letters are available in the native language of the parents. We have a bulletin board at the entrance of the school which provides information in the many different languages of our learning community. Our PTA members ensure that materials for meetings are available in many different languages.

During Parent-Teacher Conferences we have translators available to assist the parents and staff in communicating. Upon admittance into the school we provide forms in the native language to assist the parents in understanding the process and requirements for their child. We have staff members who can assist with translations when needed.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	804,454	197,127	1,001,581
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,044.54	1,971.27	10,015.81
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	40,222.70	*	
4. Enter the anticipated 10% set-aside for Professional Development:	80, 445.40	*	

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

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

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be

included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 179 agrees to implement the following statutory requirements:

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

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

1. **P.S. 179** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: **Surveys, Parent Coordinator Outreach**
2. **P.S. 179** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: **Surveys, Questionnaires, Outreach**
3. **P.S.179** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: **Access to websites for parent resources, Computer classes and HIV/AIDS Curriculum presentations with translations.**
4. **P.S.179** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **Pre-kindergarten activities such as Mommy and Me and Parent Workshops conducted by the Parent Coordinator, Pre-kindergarten Social Worker and Pre-kindergarten teachers.**
5. **P.S.179** will take the following actions to conduct, with the involvement of parents, an annual evaluation of

the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. **Parents on the School Leadership Team make recommendations. The Principal and parents (Title 1 PAC Committee) meet in the spring to discuss ways of improving the quality of the school and parental involvement policies.**

6. **P.S.179** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
Workshops that will prepare students for NYS ELA/NYESLAT and Mathematics Tests- The workshops will be facilitated by the literacy and mathematics coaches.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: **Standards and discipline code are sent home.**
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: **Curriculum Conferences, Parent Workshops, Parent-Teacher Conferences.**

2

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: **Workshops by the Parent Coordinator, Pre-Kindergarten Social Worker and Pre-Kindergarten teachers.**
- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: **Notices sent home in native languages, monthly newsletter, monthly calendar, translators at meetings, etc.**

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes and agendas of SLT meetings. This policy was adopted by **P.S.179** on **May 4, 2010** and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 2010.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Responsibilities

P.S.179 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: **After School Test Preparation, Academic Intervention, small group and individualized instruction in Balanced Literacy and Balanced Mathematics, Saturday Literacy Through the Arts, NYESLAT preparation.**
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

In November and March of the School Year.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: **Parents are invited to attend Parent-Teacher Conferences. Periodic Assessments, English Language Arts and Mathematics Reports are sent home with students in grades 3, 4 and 5. Pre-K and Kindergarten progress reports cards sent home 2X a year. Report cards are sent home 3X a year. ARIS parent link workshops are provided throughout the school year.**
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: **Parents are invited to Curriculum Conferences in the fall, Open School Week (visits to the classrooms) in the fall and Parent Teacher Conferences in the fall and spring.**
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: **Parents are allowed to observe classrooms during Open School Week, participate on the School Leadership Team and assist the Parent Coordinator in the implementation of parent related activities, and become a Learning Leader, volunteer to go on class trips.**
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the 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.
9. 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.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. 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.
12. 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.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

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

Open school week, book fair, parent volunteers in classrooms, class trips, and International Night.

Optional Additional Provisions

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- 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.
- Know my goals and work to achieve them.
- Come to school every day and arrive on time.
- Follow our school motto: To be children who are caring citizens in the community.
To be a person of good character.

Please return this portion to your child's teacher. Teachers please return to the Parent Coordinator.

I have read and received a copy of the Title 1 School Parental Involvement Policy and School-Parent Compact.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Opportunities are provided for all children to meet the state's proficient and advanced levels of student academic achievement through several after school and Saturday programs, our academic intervention services and enrichment block throughout the day. For further information, see the Needs Assessment, Section IV.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
 - **We have extended the school day and increased the instructional time for our level 1 and 2 students and provide enrichment in content areas such as art, music, science, and technology for higher achieving students. Chess in the schools is another program offered to higher achieving students.**
 - **An enriched and accelerated curriculum are provided by lessons given by the reading and math coaches, author visits, and the Marquis Studio program.**
 - **Literacy through the arts program is designed to target our LEP population.**
 - **The needs of all children and particularly the needs of low academic achieving and those at risk of not meeting the state academic content standards are included in all school wide programs such as Leveled Literacy Intervention, and Soar to Success.**
 - **See Actions Plans, Section VI from CEP for further information.**
3. Instruction by highly qualified staff.
 - **100 % of our teachers in core classes are fully licensed and are NYS highly qualified.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - **High quality professional development (both on site and off site) is provided and offered for teachers, administration, and paraprofessionals throughout the school year.**
 - **UFT Teacher Resource Center**
 - **C.I.T.E/Literacy Instructional Support Consultants work with teacher Bi-Weekly on strategies for differentiation and meeting the needs of English Language Learners.**
 - **NYS Reading Academy Course from September to June**
 - **Professional development and support services from Network 1, Office of Accountability.**
 - **In house literacy and math coach support teachers and model lessons.**
 - **Office of English Language Learners**
 - **BETAC: Data Driven Instruction: Analyzing the Results of the NYSESLAT to Inform Instruction; How Can We Best Prepare our ELLs to Perform with Confidence and Success on the NYSESLAT exam**
 - **Inter-visitations and Intra-visitations scheduled throughout the year.**
 - **Common prep planning time scheduled for each grade.**
 - **CSA Conferences for Principals, Assistant Principals, Teachers, and Parents**
 - **Pre-K Workshops for NYC teachers and paraprofessionals on curriculum and instruction.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - **Strategies used to attract highly qualified teachers are; administration outreach, communication with Universities and college programs, NYC Teaching Fellows and UFT Teacher Center, in addition, all teachers conduct a demonstration lesson for the Administration prior to being hired.**

6. Strategies to increase parental involvement through means such as family literacy services.
 - **Adult English classes are offered 6 hours per week to the entire Kensington community.**
 - **Our PTA members are bilingual therefore; they are able to communicate to all parents.**
 - **See Action Plan on Parental Involvement.**

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.
 - **We house two universal Pre-K programs, which are each half day sessions that service 72 pre-kindergartners. This program assists our preschoolers in their transition to elementary school.**

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 collaborate during grade conferences, professional development days, and common preps to review assessment data and inform instruction.**
 - **Teachers are allotted planning time every June to revise our curriculum map which is aligned with New York State Standards in all content areas.**
 - **Obtaining data using assessment tools, such as Fountas and Pinnell Benchmark Assessments, Everyday Math Unit Assessments, informal observations, classroom tests, student journals, and portfolios, teachers determine what individual students need to improve overall achievement.**
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.
- **Teachers are responsible for implementing flexible grouping and differentiate instruction and resources based on the needs of the student.**
 - **Effective timely additional assistance is provided for students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards through AIS providers, the extended day program and Saturday school.**
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.
- **Violence and Bully prevention is provided through assembly programs and counseling. Parents are invited to attend our assembly programs.**
 - **Adult English classes are offered on a weekly basis to support parent community members who need to learn English.**
 - **Nutrition: Food School Partnership meets monthly to discuss health related issues, and have input regarding the breakfast and lunch menu. In addition, posters are created by students and displayed around the school to encourage and promote a healthy lifestyle.**
 - **McKinney Vento Act assists families in temporary housing. Forms are given to parents upon registration and information is sent to the school community. Funds are set aside in the school's budget to support this.**
 - **Our guidance counselor provides training for all staff members during faculty conferences on how to recognize violence in various situations. In addition, she conducts counseling sessions on dealing with anger management.**

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students

reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below if the school has met the intent and purpose of the program whose funds are consolidated. Indicate page number references where a related activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			675,741.36	✓	See Action Plans 1-4
Title I, Part A (ARRA)	Federal	✓			195,155.73	✓	See Action Plans 1-4
Title II, Part A	Federal			✓	N/A	N/A	N/A
Title III, Part A	Federal	✓			55,880	✓	See Action Plans 1-4
Title IV	Federal			✓		N/A	N/A
IDEA	Federal			✓		N/A	N/A
Tax Levy	Local	✓			?	✓	See Action Plans 1-4

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;

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Corrective Action Year 1 **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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 schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Accountability Overview Report 2010-2011

According to the 2010-2011 Differentiated Accountability Status, we are in Corrective Action Year 1, Focused. Our English Language Learners did not meet their Annual Measurable Objective in English Language Arts. We will continue to provide professional development to teachers to develop ESL methodologies to improve the overall achievement of our English Language Learners in English Language Arts.

Accountability Overview Report 2009-2010

According to the 2009-2010 Accountability Overview Report, all students and subgroups met our Annual Measurable Objective in English Language Arts and Mathematics. As a result, we are a School In Need of Improvement Year 2 (Holding). We will continue to meet the needs of all students including our subgroups, Students with Disabilities and English Language Learners.

Accountability Overview Report 2008-2009

According to the 2008-2009 School Report Card, our Students with Disabilities did not meet our Annual Measurable Objective in English Language Arts. For the 2009-2010 school year, we will implement My Sidewalks, Pearson to differentiate instruction and support the academic needs of our students with disabilities. We implement 12:1:1, Special Education Teacher Support Services, and Collaborative Team Teaching models.

Chapter 57 School Quality Indicators 2008

According to the Chapter 57 School Quality Indicators, it is recommended that there should be a stronger link between lessons and results and data informing instruction. An increase in ESL push in was recommended so students will not miss classroom work. There should be a school wide plan to address English Language Learners which includes professional development. Schools should

have print rich environments to support the English Language Learners. School wide teams should be goal focused toward student achievement.

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

To address the needs of the Students with Disabilities that failed to meet the AMO, we have targeted the Students with Disabilities, see Action Plan 1.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

10% set aside is used for a support coach who does classroom demonstrations, professional development and workshops for staff and parents.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers are assigned a mentor to help them through the challenges of their first year of teaching. The school-based mentor meets with the new teacher a minimum of two periods each week. The mentor uses the Professional Teaching Standards as a framework to address the needs of new teachers. The framework includes the following areas of development: Engaging Students to Learning, Creating an Effective Environment, Understanding and Organizing Subject Matter, Planning Instruction, Assessing Student Learning, and Developing as a Professional Educators. Mentor/new teacher activities include: conferencing, classroom visits, co planning, modeling, and inter-visitations. The Mentor is required to keep comprehensive logs outlining progress and growth of the new teachers as they progress along the continuum of teacher development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

P.S. 179 has sent uniform letters in all languages to parents explaining the SINI status of our school. In addition, this is discussed at PTA meetings and SLT meetings. Translators are made available at the PTA meetings to ensure understanding and increase communication with parents regarding our school's SINI status.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

According to the RADR report dated 12/14/10, we currently have 41 students whose housing status is doubled up.

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

The Social Worker and Guidance Counselor will provide parent outreach to see if the child has adequate school supplies, transportation and meals. If the parent is not able to afford it, we will provide school supplies and meals to the students. We will put the parent in contact with the STH liaison to answer their questions and to provide additional support. In addition, we will ensure all related services are being provided immediately along with academic intervention services as outlined in Appendix I Part B. Referral to social agencies will be made. Title I 1% Parent Involvement funds will be used to support out STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 179 Kensington					
District:	20	DBN:	20K179	School		332000010179

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded	v	
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	71	71	69		94.3	94.5	94.5
Kindergarten	147	133	134				
Grade 1	153	152	155	Student Stability - % of Enrollment:			
Grade 2	136	153	156	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	125	135	152		89.8	89.7	88.6
Grade 4	136	115	142				
Grade 5	138	127	127	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		84.3	93.5	93.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	35	45
Grade 12	0	0	0				
Ungraded	0	5	11	Recent Immigrants - Total Number:			
Total	906	891	946	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					32	56	70

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	42	60	68	Principal Suspensions	0	8	11
# in Collaborative Team Teaching (CTT) Classes	3	5	17	Superintendent Suspensions	0	1	3
Number all others	33	24	20				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	64	69	65
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	12	10
# receiving ESL services only	350	343	TBD				
# ELLs with IEPs	4	59	TBD	Number of Educational Paraprofessionals	8	8	24

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.4	98.6	100.0
				% more than 2 years teaching in this school	75.0	72.5	86.2
				% more than 5 years teaching anywhere	79.7	71.0	81.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	94.0	93.0	90.8
American Indian or Alaska Native	1.1	1.2	0.4		98.5	100.0	100.0
Black or African American	4.6	5.9	6.6				
Hispanic or Latino	30.2	31.1	30.8				
Asian or Native Hawaiian/Other Pacific	37.0	36.5	39.4				
White	26.8	25.0	17.8				
Male	53.1	51.7	52.6				
Female	46.9	48.3	47.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2			v		
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	38.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.9	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	3.4	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	26.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	2.3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 406	District 20	School Number 179	School Name Kensington
Principal Valerie Joseph	Assistant Principal Ms. Connelly		
Coach Vivian Barreto	Coach		
Teacher/Subject Area Mirsada Sakic/ESL Coordinator	Guidance Counselor		
Teacher/Subject Area Nicole Grillo/ESL Teacher	Parent Maxine Williams		
Teacher/Subject Area Jodi Contento/ Reading Teacher	Parent Coordinator		
Related Service Provider	Other		
Network Leader Sandy Litrico	Other		

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	9	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	953	Total Number of ELLs	365	ELLs as Share of Total Student Population (%)	38.30%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

ELL IDENTIFICATION PROCESS

1. Our Limited English Proficiency Identification Process begins at student registration. Upon enrollment, the Home Language Survey is administered by a trained pedagogue. If the student's home language is English, then the student is not Limited English Proficient and would be placed in a program accordingly. If the student's native language is other than English, the informal interview is conducted in English. If the student speaks little or no English, we administer the initial assessment, LAB-R. If a student's native language is Spanish, we can determine the level of literacy in the native language by using the Spanish LAB. A licensed pedagogue hand scores the LAB-R using the cut scores from the most recent DAA memo. If the student scores at beginning, intermediate, or advanced level, he/she is identified as a LEP and is placed in a self-contained ESL class, or serviced in a freestanding ESL program. If the student scores at a proficient level, he/she student is not an ELL and enters a general education program. In the spring of each school year, we administer the annual assessment, New York State English as a Second Language Achievement Test to our ELL students. Once the NYSESLAT data is available, the results are distributed and reviewed and students are placed accordingly in future grades.
2. During parent workshops conducted by our ESL staff, parents view the orientation video for parents of newly enrolled English Language Learners in their native language. They are informed of parent rights and are presented with an overview of the various programs available for English Language Learners. The programs offered at our school are aligned with what the parents have been requesting. If we have a student who speaks a low incident language, we reach out to the school community or translation service in order to ensure proper translation at these parent meetings. A question and answer portion is conducted by an ESL pedagogue after the viewing of the video to ensure the parents understand the three ESL program models. Parent selection sheets are filed into the student's cumulative record and a copy is placed in the record keeping binder.
3. Currently, parents are notified in writing using the Eligibility Form in appropriate languages which is distributed by our certified ESL teachers. The form includes the proficiency level of the student and designates dates when they can come up to school to watch the parent orientation video, explaining the three placement programs. Attendance is taken when parents attend the meeting to find out about the three program choices which are transitional bilingual, dual language, and ESL. If parents are unable to attend, a second notice is given out and additional dates for viewing the video are offered. Phone calls and reminder letters are continuously sent home, when the parent survey and program selection forms are not returned. Due to the changing demographics in our school and difficulty getting the parents to attend the meetings, we have decided as a team to have parents watch the selection video upon registration. In addition, with the Parent Orientation Video available online, parents will now be able to view the video in other settings such as registration day, during student drop off and pick up.
4. The identified ELLs are appropriately placed in a self-contained class or serviced in a push-in, pull-out Freestanding ESL model. The level of English proficiency is a determining factor in student placements. With the help of translators, parents are informed of all decisions.
5. After reviewing our Parent Survey and Program Selection forms, it is evident that the trend in our school has been for the majority of parents to opt for the Freestanding English as a Second Language Program for their children. For the upcoming school year, we will continue to monitor the parent survey and selection forms to ensure students are placed accordingly.
6. Currently, the program model we offer is aligned with our parent selection forms. We offer parents an explanation of the three models in their native language and English and then proceed to conduct a question and answer time to make sure they have a complete understanding of the three program choices. After parents are fully versed, they choose the program that is best suited for their child. As we monitor the parent selection forms, we tally the parent choices to ensure that the program models are aligned with parental requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	1	1											3
Push-In	5	5	6	7	6	4								33
Total	6	6	7	7	6	4	0	0	0	0	0	0	0	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	365	Newcomers (ELLs receiving service 0-3 years)	322	Special Education	40
SIFE	4	ELLs receiving service 4-6 years	43	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	322		31	43		8				3
Total	322	0	31	43	0	8	0	0	0	65

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

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/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	23	21	23	24	14								122
Chinese	1	0	0	2	0	0								3
Russian	13	9	8	10	6	5								51
Bengali	14	20	9	19	15	11								88
Urdu	3	11	6	7	5	4								36
Arabic	1	3	1	0	1	1								7
Haitian	1	0	0	0	0	0								1
French	0	0	0	0	0	1								1
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	1	1	0	0	0	0								2
Albanian	0	0	0	0	0	0								0
Other	13	12	11	3	11	4								54
TOTAL	64	79	56	64	62	40	0	365						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

ELL PROGRAMMING:
 1a. Our organizational models consist of Self-Contained, Push-In (Co-Teaching) and Pull-out. All of our ESL teachers collaborate with the classroom teachers as well as the content area teachers to ensure consistency and alignment with curriculum and instruction. ESL teachers attend grade level conferences to look at student work, data and discuss ESL methodologies and strategies.

1b. Our program models consist of heterogenous and homogenous groups. In self-contained ESL classes, students are heterogenously grouped, therefore, the proficiency levels of the students could be beginner, intermediate and advanced. In the push-in, pull-out models, students are serviced homogenously. ESL teachers use both the push-in and pull-out models for instruction. In the push-in/in class model, an ESL certified teacher goes into the classroom to provide instruction. In the pull-out/out-of-class model, students travel to another classroom to receive ESL instruction. This instruction is also provided by an ESL certified teacher. Native language libraries are used to provide native language support.

2a. All of our English language learners receive the New York State mandated ESL/ELA instruction time based on students' proficiency levels. Beginner and Intermediate ELL's receive 360 minutes of ESL instruction a week. Advanced ELL's receive 180 minutes of ESL instruction a week. All of our ESL teachers are NYS highly qualified and certified.

3. A variety of ESL strategies are used in content area instruction to provide language support for the ELL's. These strategies include techniques such as Total Physical Response (TPR), role-playing, chants, using visual and auditory aids, such as realistic illustrations, concept posters, shared writing posters, word walls, CD's and tapes. In addition, cooperative learning strategies are implemented through language practice games, group projects, and pairing of students by language proficiency levels.

In a self-contained class, the ESL teacher integrates ESL strategies across all content areas to help them attain performance standards. In a push in or pull out model the teachers collaborate in order to help the students build and develop the academic vocabulary, critical thinking skills, and language usage that is needed for proficiency in all content areas. Books in student's native language, paraprofessionals to assist, dictionaries, visual aids, and modeling all help make content comprehensible for students. Systematic and explicit instruction that is rigorous and differentiated is the focus for all of our ELLs.

Technology is used in the classroom as a way to meet the needs of our ELLs. Students' vocabulary development is enhanced through seeing vocabulary in context. Real life examples and images provide a context for language and vocabulary. Listening Centers are utilized to provide the opportunity for repetition; the student can control their learning pace by pausing, rewinding, fast forwarding, and/or playing the text/story over again, and do this all on their own

4. We utilize LAB-R and NYSESLAT scores, ELL Periodic Assessment, informal and formal assessments, and various ATS reports to differentiate the instruction for our ELL subgroups.

4a. Our school services Students who have Interrupted Formal Education (SIFE). To support these students, the classroom teachers send an instructional packet home to the parents that include resources and handouts. Where applicable, workbooks are given to the parents as well, so that families can continue to support their child's academic work while they are out of the country. These students are strongly encouraged to enroll in our after school English Language Learners Support Program, and the Summer ELL Program during July and August. These students are also provided with Academic Intervention Services during the regular school day as well as extended day.

4b. When newcomers arrive to our school from their native country, we immediately pair them with a buddy student who speaks their native language. Special attention is given to these students from the classroom teacher to welcome this student and assist them through their adjustment period. The classroom teachers are encouraged to use alternate techniques to communicate with the students i.e. drawings, hand movements, chanting, acting out, etc. . Translators are provided to speak with the students and the students' parents. We also plan to use the newcomers program available in the "On Our Way to English" series.

In addition, the guidance counselor is available to support the ELL newcomer population with academic, social and assimilation issues. The connection between the native culture and the target culture will be addressed through guidance interventions. Culturally diverse backgrounds are discussed to develop an atmosphere of understanding and tolerance. Each cultural group's attributes are explored, examined and discussed. The children are encouraged to find commonalities in the various ethnic groups in our school. This will better prepare them for the multi-cultural world that awaits them. Dual language books and native language dictionaries provide additional support.

4c. English Language Learners who are being serviced 4-6 years are invited to attend all afterschool programs. They are included in the Extended Day and also offered Academic Intervention Service. To support content area instruction, ESL teachers use the push in model and provide support to help the students' reach the standards. Small group and one-to one instruction are part of daily instruction to improve their reading and writing skills.

4d. At this time, we do not have any long term English Language Learners, however, in the event that we do, we will differentiate instruction

to meet the individual learning styles of these students in the classroom. These students would be encouraged to attend our after school program supported by Title III funds which would include test preparation for New York City and State standardized tests. We would offer our Long Term ELL's ESL services using the push-in/pull out model. Academic Intervention Services would be provided for these students. Parent workshops would be conducted throughout the school year so that parents can support their children at home. We would encourage these students to participate in the Title III summer school program that is designed for English Language Learners.

4e. For our English Language Learners with special needs, we use a combination of data to identify and hone in on the students' specific needs. We use the student's IEPs, communication with the School Assessment Team, classroom teachers and paraprofessionals to identify best strategies to meet the special needs of these students. Daily instruction is strongly supported by co-teaching, hands on activities, modeling, repetition, and visual aids. PPT meetings are used to track and discuss student progress and next steps.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

7. What new programs or improvements will be considered for the upcoming school year?

8. What programs/services for ELLs will be discontinued and why?

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

14. What language electives are offered to ELLs?

5. Our targeted intervention programs for all of our ELLs include Leveled Literacy Intervention, Wilson's Foundations, Guided Reading/Book clubs, and afterschool programs. Supplemental materials in English Language Arts and Mathematics are used to support ELLs identified with special needs. Newcomer ELLs are provided with oral translations and alternate language editions on all New York State Content Area Exams. We also provide bilingual dictionaries and glossaries, a third reading of the listening selection on the New York State English Language Arts Exam. Translators are made available at all meetings, workshops and parent teacher conference to ensure proper communication regarding student progress and achievement. Title III funding is used to support our Newcomer population both during the day and after school. In addition, the math coach meets with the ESL teachers to review the ESL component of Everyday Math. Adult English classes and parent workshops are offered to all of the parents of English Language Learners. Technology programs such as Brain Pop ESL, Raz-Kids, are incorporated throughout daily instruction.

6. Former ELLs are provided with the following accommodations: separate location, time extension, use of glossaries or bilingual dictionaries, third reading of the listening selection and translation services or alternate language editions if necessary on content area exams. For our students who have reached proficiency on the NYSESLAT we continue to transition their support through providing testing accommodations on all New York State Exams and New York City Assessments as well as providing Academic Intervention Services.

7. New programs that are currently being considered for our ELLs are RIGOR, Avenues, Imagine Learning and Achieve 3000.

8. At this time, there are no programs that are being discontinued.

9. ELLs are offered to attend all afterschool programs and receive Academic Intervention Services based on need. We are a Schoolwide Program school where all materials and programs include and are offered to our English Language Learners.

10. Technology programs such as Brain Pop ESL, Raz-Kids, and Starfall are incorporated throughout daily instruction. Avenues, On Our

Way to English, Reading Street ESL component, Everyday Math ESL component, and NYSESLAT Test Prep are all incorporated into daily instruction for our English Language Learners. Since Literacy instruction follows the balanced literacy program the focus will be on reading aloud, shared reading, interactive reading, guided reading and independent reading using ESL methodologies. Teachers will further develop their implementation of the following instructional strategies:

- Audio-visual aids
- Total physical response
- Paraphrasing
- Repetition
- Role play

11. Native language support is delivered using dual language books, bilingual glossaries and dictionaries. Books on tape and listening centers are provided for our English Language Learners.

12. All required services and support correspond and relate to ELLS age and gender.

13. When newcomers arrive to our school from their native country, we immediately pair them with a buddy student who speaks their native language. Special attention is given to this student from the classroom teacher to welcome this student and assist them through their adjustment period. The classroom teachers are encouraged to use alternative techniques to communicate with the student i.e. drawings, hand movements and gesturing. Translators are provided to speak with the student and the student's parents. We also plan to use the newcomers program, "On Our Way to English" series.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

1. Professional Development for our ELL personnel is provided throughout the year and the focus is on ESL methodologies and strategies on working with the Newcomer population, ELLs who have special needs and ELLs who have been serviced for 4-6 years. Teachers analyze and plan instruction based on student data and focus on the four modalities, Listening, Speaking, Reading and Writing. Classroom teachers will revisit strategies for using story grammar: characters, setting, problem and solution, and to use text-to-text, text-to-self and text-to-world connections to support the ELLs in mastering these skills and strategies. Collaboration of teachers is provided through staff development sessions, both inside and outside of the school, grade meetings and also through team teaching and planning. Articulation time is provided during common preparation periods, or as programmed by both the ESL and classroom teacher.

2. The guidance counselor and parent coordinator support ELL students as they transition from elementary to middle school by providing students and families' information about open houses and offer special assemblies. Parents are invited to come up to the school if they need help filling out the applications or if they have questions about the middle school choices.

3. ELL training for all staff members excluding teachers who hold ESL or bilingual licenses is conducted throughout the school year during faculty conferences, grade conferences, and Network 1 ESL meetings and America' Choice Writing Aviator Professional Development. We also have a C.I.T.E staff developer who provides professional development on a weekly basis. Record and track keeping of the 7.5 hours will be maintained through attendance sheets and logs.

E. Parental Involvement

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

PARENT INVOLVEMENT

1. Parents are an important part of the P.S. 179 community and we take great effort in including them in every aspect of our school community. Parents are invited up for curriculum conferences to meet with their child's teachers in order to learn academic expectations for the school year and how they could assist at home. In addition, parents are invited to open school week to observe instruction and get techniques that they can utilize at home. Parents are invited up for celebrations which include but are not limited to writing, reading and author studies. Parents partner with staff on Dr. Seuss day to read aloud various books written by the author. They are invited to all special assemblies, author visits and encouraged to attend all class trips. Parents are encouraged to participate in the PTA and SLT. We also host an annual International Night, which is a celebration that highlights the diversity of our multicultural school and community. We also host a series of workshops conducted by our Math Coach and Parent Coordinator to support parents in understanding the curriculum. During these workshops parents are made aware of current data and are informed of student and parental expectations. Translators are available during parent teacher conferences, parent workshops and PTA meetings.

2. P.S 179 partners with several Community Based Organizations to provide workshops or services to ELL parents. In conjunction with the Department of Education's Office of Adult Education, we offer ESL classes twice a week for our parents. These classes help parent acquire the English language in a safe, nurturing and risk free environment. The Center for Integrated Teacher Education conducts on-site workshops for our parents. Additionally, P.S. 179 is hosting a series of community based workshops offered by Councilmember Brad Lander from the 39th council district. These workshops will educate parents as to the immigration process and other topics, such as, their rights as tenants.

3 We use a variety of forums and tools to evaluate the needs of our parents. Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. Parents are encouraged to speak with the parent coordinator to share ideas or concerns. Parent needs are also addressed from the feedback that is given during parent teacher association meetings. Parents give recommendations at School Leadership Team Meetings which address the needs of the parent population. The New York City Learning Environment Survey is used to determine parent needs and concerns. Feedback form teachers helps us address the needs of our parents.

4. Our parent involvement activities address the needs of our parents because they are geared towards not only our core curriculum but the recommendations that come out of our surveys and their feedback at various meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	48	48	15	16	12	17								156
Intermediate(I)	5	19	15	27	20	11								97
Advanced (A)	22	5	20	23	28	15								113
Total	75	72	50	66	60	43	0	0	0	0	0	0	0	366

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		6	6	1	0	3							
	I		20	9	5	8	6							
	A		23	22	22	21	14							
	P		14	33	47	46	21							
READING/ WRITING	B		37	12	13	9	10							
	I		20	12	27	19	11							
	A		2	15	23	28	14							
	P		4	31	12	17	9							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	26	14	2	62
4	11	25	5	0	41
5	18	14	3	0	35
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14		36		16		5		71
4	3		26		13		1		43
5	14		20		9		0		43
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9		17		15		2		43
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
--------------------	--	--	--	--	--	--	--	--	--

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	16		11		10		0		37
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

ASSESSMENT ANALYSIS

1. Our school uses the Fountas and Pinnell Benchmark Reading Assessment system which is administered twice a year to track and monitor all student progress. The results are collected, analyzed and students are grouped accordingly. The literacy assessment tool that we use for grades K-5 is the Fountas and Pinnell Benchmark Assessment System. This tool provides us insight to the students' letter and sound recognition, sight word analysis, reading level, and comprehension. The data helps us to determine exactly where the needs of our ELLs are and how to drive our instruction. Our school annually evaluates the success of our ELL programs through teacher feedback, surveys, student improvement, ELL Periodic Assessments, the New York State Accountability Overview Report and NYSESLAT results.

2. A review of the LAB-R and NYSESLAT scores indicates that the following numbers of students have scored at the Beginner level: 38 first graders, 12 second graders, 13 third graders, 9 fourth graders and 11 fifth graders; at the Intermediate level: 32 Kindergarteners, 19 first graders, 15 second graders, 27 third graders, 20 fourth graders, and 11 fifth graders; Advanced level: 26 Kindergarteners, 5 first graders, 20 second graders, 23 third graders, 28 fourth graders, and 15 fifth graders. The number of beginners and intermediates are clearly higher in the lower grades.

3. The NYSESLAT results are analyzed and reviewed to differentiate instruction and group students accordingly. In examining students' results in the four modalities of listening, speaking, reading and writing, it is evident that in kindergarten and first grade, the results demonstrate a high percentage of beginner and intermediate level students. This indicates that Basic English language skills must be emphasized through daily exercises in speaking, listening, reading and writing. The statistical results also indicate that students are beginning to achieve high results of success in second grade. Therefore, intensive ESL instruction should be targeted in grades kindergarten, one, and two in an effort to ensure that the students "test out" after the NYSESLAT is administered in grade two. Third, fourth, and fifth grade students will be targeted for intensive instruction in the four modalities using ESL strategies and methodologies that will be integrated in the content area instruction in order to increase their language acquisition proficiency. For the new arrivals, we have a Newcomers Program which is described in this policy as well.

4a. We have found that Newcomer ELLs have achieved a higher performance level score when taking content area test in their native language. In the upper grades, the number of students performing at the advanced levels are higher when compared to students in the lower grades (K-2). After analyzing the spring 2010 NYSESLAT results, 65 of 331 tested ELL students, reached Proficiency. Of the students currently in grades 1-5, 119 students moved up a level (or levels), 4 students dropped back a level, and 94 students remained on the same level. Additional data from the spring 2010 NYSESLAT indicate the Reading/Writing portion of the exam as a area of weakness. 89% of our current first grade students are identified as beginners and intermediate within this strand. This weakness is evident throughout the grades, as 35% of second grade students, 52% of third grade students, 39% of fourth grade students, and 48% of fifth grade students were also identified as beginners and intermediates within the reading/writing strand.

4b. Results of the ELL Periodic Assessment are reviewed and distributed to all staff members of ELLs. These results are used to drive instruction, identify student needs and provide academic intervention support during the day and also to design after school programs.

4c. Periodic Assessments reveal that our ELLs perform higher in Mathematics than in English Language Arts. In addition, the Periodic Assessments provide us an item analysis of the specific skills that need to be mastered. Our ELL population tend to struggle with the higher order thinking questions which include synthesizing, text structure and identifying theme. Native language is used through the use of dual

language books and bilingual glossaries and dictionaries.

5. N/A

6. The data from NYSESLAT, Fountas and Pinnell, Periodic Assessments, student work , classroom exams and Informal assessments are all used to evaluate the success of our ELL programs and also the progress our ELL students are making.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		