



P.S. K225 - THE EILEEN E. ZAGLIN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. K225 - THE EILEEN E. ZAGLIN
ADDRESS: 1075 OCEAN VIEW AVENUE
TELEPHONE: 718-743-9793
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 21K225 **SCHOOL NAME:** P.S. K225 - The Eileen E. Zaglin

SCHOOL ADDRESS: 1075 OCEAN VIEW AVENUE, BROOKLYN, NY, 11235

SCHOOL TELEPHONE: 718-743-9793 **FAX:** 718-743-7096

SCHOOL CONTACT PERSON: JOSEPH MONTEBELLO **EMAIL ADDRESS** JMonteb@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: MaryAnn Calabrese

PRINCIPAL: JOSEPH MONTEBELLO

UFT CHAPTER LEADER: Christina Grigoli

PARENTS' ASSOCIATION PRESIDENT: Josh Lichtenstien

STUDENT REPRESENTATIVE:

(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT:	<u>21</u>	CHILDREN FIRST NETWORK (CFN):	<u>ESO - Empowerment Schools CFN 107 Cluster 1</u>	
NETWORK LEADER:		<u>NANCY SCALA</u>		
SUPERINTENDENT:		<u>ISABEL DIMOLA</u>		

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/ronlyres/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
Joseph Montebello	Principal	
Christina Grigoli	UFT Member	
Joshua Lichtenstein	PA/PTA President	
Gabriell Kiernan	Parent/Title I Representative	
Mary Ann Calabrese	Teacher/Chairperson	
Stella Price	Parent	
Elena Ponce	Teacher/Elementary School	
Lori Izen	Teacher/Middle School	
Jared Shapiro	Teacher/Middle School	
Stuart Handman	Parent	

Juan David Melara	Parent	
Yorlady Lopez Quinones	Parent	

* 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.

School Vision and Mission

P.S. 225 is a school that strives to make a difference in the lives of our students. We see our school as a community where all students, staff and parents support each other, address, accept, and meet the needs of individuals and create an atmosphere where learning, creativity, and participation takes place. Ideally, the students in our school will become life-long learners that think critically and creatively to solve problems. They will create long-term goals, have high self-esteem, be respectful of themselves and others, and develop the ability to communicate their thoughts and ideas.

We are a multiethnic-multicultural school. Our vision is to provide the highest quality education for our students through standards driven instruction in a nurturing environment. The members of our school community believe that all children can and will learn given ample time and exemplary instruction. We all believe all students can meet or exceed high academic expectations by participating in a rigorous performance-based Pre-K-8 core curriculum. Staff, parents and community work together to provide the excellent and equitable education to which all children are entitled, regardless of individual backgrounds, talents, or abilities.

Contextual Information about the School’s Community and its Unique/Important Characteristics

P.S. 225 is located in the Brighton Beach community of South Brooklyn. The school population reflects that of the largely immigrant community of approximately 50 different ethnic and cultural backgrounds. P.S. 225 services the educational needs of the largest student immigrant population in the borough. More than 70% of the students have emigrated from Kazakhstan, the Ukraine, Azerbaijan, Belarus, Latvia, Moldova, Tajikistan, Uzbekistan, Georgia and other parts of the Russian Federation. Other countries from which our students come include: Pakistan, Mexico, India, China, Korea, Germany, Poland, Romania, Hungary, Montenegro, Albania, Italy, Israel, Yemen,

Syria, Egypt, Turkey, Greece, Canada, Cuba, El Salvador, Honduras, Peru, Puerto Rico, the Philippines, Africa and many parts of the U.S.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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. K225 - The Eileen E. Zaglin								
District:	21	DBN #:	21K225	School BEDS Code:			21K225			
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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										
Kindergarten										
Grade 1				Student Stability: - % of Enrollment						
Grade 2					(As of June 30)		2007-08	2008-09	2009-10	
Grade 3										
Grade 4										
Grade 5				Poverty Rate: - % of Enrollment:						
Grade 6					(As of October 31)		2007-08	2008-09	2009-10	
Grade 7										
Grade 8										
Grade 9				Students in Temporary Housing - Total Number:						
Grade 10					(As of June 30)		2007-08	2008-09	2009-10	

Grade 11							
Grade 12							
Ungraded				Recent Immigrants: - Total Number			
Total				(As of October 31)	2007-08	2008-09	2009-10
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes				Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions			
Number all others							
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				Number of Administrators and Other Professionals			
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10				

				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
Male							
Female							

2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	Improvement Year 1						
<input type="checkbox"/>	Improvement Year 2						

<input type="checkbox"/>	Corrective Action (CA) - Year 1
<input type="checkbox"/>	Corrective Action (CA) - Year 2
<input type="checkbox"/>	Restructuring Year 1
<input type="checkbox"/>	Restructuring Year 2
<input type="checkbox"/>	Restructuring Advanced

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
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							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade		Overall Evaluation:	

Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

	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
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

What student performance trends can you identify:

ANALYSIS OF N.Y.C ECLAS-2 ASSESSMENT BY GRADE

An analysis of the Spring 2010 N.Y.C. ECLAS-2 assessment scores for Grades Kindergarten-Grade Three indicates that 59.4% of students performed at either meeting and/or exceeding the benchmark as compared to 54.5% in Spring 2009. The results show an increase of approximately four percentage points in student performance for the current school year. There was also a decrease in the number of students below the benchmark from 22.5% in Spring 2009 to 20.6% in Spring 2010, as well as a decrease in the number of students approaching the benchmark from 23% in Spring 2009 to 20% in Spring 2010.

Kindergarten

An analysis of N.Y.C. ECLAS-2 assessment for Kindergarten indicates the following: Results for all tested students indicate an increase in the number of students performing below the benchmark from 16.2% in Spring 2009 to 24.5% in Spring 2010. There was a decrease in the number of students approaching the benchmark from 24.2% in Spring 2009 to 17.3% in Spring 2010. There was also a decrease in a number of students meeting and exceeding the benchmark from 59.6% in Spring 2009 to 58.2% in Spring 2010.

Grade 1

An analysis of the N.Y.C. ECLAS-2 assessment data for Grade One indicates the following: Results for all tested students indicate an increase in the number of students performing below the benchmark from 9.6% in Spring 2009 to 19.8% in Spring 2010. There was a decrease in the number of students approaching the benchmark the benchmark from 35.4% in Spring 2009 to 16.2% in Spring 2010. There was an increase in the number of students meeting and exceeding the benchmark from 54.9% to 64% in Spring 2010.

Grade 2

An analysis of the N.Y.C. ECLAS-2 assessment data for Grade Two indicates the following: Results for all tested students indicate a decrease in the number of students performing below the benchmark from 30.3% in Spring 2009 to 16.5% in Spring 2010. There was an increase in the

number of students approaching the benchmark from 11.7% in Spring 2009 to 17.5% in Spring 2010. There was an increase in the number of students meeting and exceeding the benchmark from 50% in Spring 2009 to 66% in Spring 2010.

Grade 3

An analysis of the N.Y.C. ECLAS-2 assessment data for Grade Three indicates the following: Results for all tested students indicate a decrease in the number of students performing below the benchmark from 33.7% in Spring 2009 to 21.3% in Spring 2010. There was an increase in the number of students approaching the benchmark from 13.5% in Spring 2009 to 28.1% in Spring 2010. There was a decrease in the number of students meeting and exceeding the benchmark from 52.8% in Spring 2009 to 50.6% in Spring 2010.

ANALYSIS OF NYS ELA ASSESSMENT BY GRADE:

An analysis of the Progress Report ELA scores for 2009- 2010 indicates that 44.7% of our students performed at either a Level 3 or 4, as compared to 71% performing at proficiency for 2009. This reflects a 26.3 point decrease in student performance for the year. However, our school's median growth percentile is 74% and more significantly the median growth percentile for the lowest 3rd is 80%. Although not reflected by the new cut scores, students progressed at a satisfactory rate for the 2009-2010 school year.

Grade 3

An analysis of Grade 3 State ELA Assessment results indicated an increase in the percent of students performing at Level 1 from 8% in 2009 to 19% in 2010. The percent of students performing a Level 2 increased from 13.6% in 2009 to 36.9% in 2010. The overall percent of students performing at Levels 3 and 4 decreased from 78.4% in 2009 to 44 % in 2010.

Grade 4

An analysis of Grade 4 State ELA Assessment results indicated an increase in the percent of students performing at Level 1 from 2.1% in 2009 to 13.8% in 2010. The percent of students performing at Level 2 also increased from 14.4% in 2009 to 32.2% in 2010. The overall percent of students performing at Levels 3 and 4 decreased from 83.5% in 2009 to 54% in 2010.

Grade 5

An analysis of grade 5 State ELA Assessment results indicated an increase in the percent of students performing at Level 1 from 0% percent to 8.8%. The percent of students performing at Level 2 increased from 13.8% in 2009 to 36.3% in 2010, while the percent of students performing at Levels 3 and 4 decreased from 86.3% to 54.9%.

Grade 6

An analysis of grade 6 State ELA Assessment results indicated an increase in the percent of students performing at Level 1 from 0% in 2009 to 3.9% in 2010. The percent of students performing at Level 2 also increased, from 13.3% in 2009 to 47.4% in 2010. The overall percent of students performing at Levels 3 and 4 decreased from 86.7% in 2009 to 48.7% in 2010.

Grade 7

An analysis of grade 7 State ELA Assessment results indicated an increase in the percent of students performing at Level 1 from 0% in 2009 to 14.8% in 2010. The percent of students performing at Level 2 also increased from 36% in 2009 to 53.1% in 2010. The overall percent of students performing at Levels 3 and 4 decreased from 64% in 2009 to 32.1% in 2010.

Grade 8

An analysis of grade 8 State ELA Assessment results indicated an increase in the percent of students performing at Level 1 from 0.9% in 2009 to 11.6% in 2010. The percent of students performing at Level 2 decreased from 57.1% in 2009 to 48.8% in 2010. The overall percent of students performing at Levels 3 and 4 decreased

ANALYSIS NYS MATHEMATICS ASSESSMENT BY GRADE

An analysis of Progress Report Math scores for 2009-2010 indicates that 63.2% of our students performed at either a Level 3 or 4, as compared to 85.5% performing at proficiency for 2008-2009. This reflects a decrease of 22.3 points in student performance for the current school year. The schools median growth percentile for student progress was 67.5 % while the growth percentile for the lowest 3rd was 78.5%, a satisfactory indication of student progress.

Grade 3

An analysis of Grade 3 NYS Mathematics Assessment indicates the following: Results for all tested student indicate an increase in the number of students performing at Level 1 from 0% in 2009 to 7.8% in 2010. There was an increase in the percentage of students performing at Level 2 from 3.3% in 2009 to 33.3% in 2010. There was a decrease in the percentage of students performing at Levels 3 and 4 from 96.7% in 2009 to 58.9% in 2010.

Grade 4

An analysis of the NYS Mathematics Assessment for Grade 4 indicates the following: Results for all tested students indicate an increase in the percentage of students performing at Level 1 from 0% in 2009 to 3.3% in 2010. There was an increase in the percentage of students performing at Level 2 from 2% in 2009 to 34.1% in 2010. There was a decrease in the percentage of students performing at Levels 3 and 4 from 98% in 2009 to 62.6% in 2010.

Grade 5

An analysis of the NYS Mathematics Assessment for Grade 5 indicates the following: Results for all tested students indicate an increase in the percentage of students performing at Level 1 from 0% in 2009 to 2.1% in 2010. There was an increase in the percentage of students performing at Level 2 from 3.7% in 2009 to 17.9% in 2010. The percentage of students achieving a Level 3 or 4 decreased from 96.3% in 2009 to 80% in 2010.

Grade 6

An analysis of the NYS Mathematics Assessment for Grade 6 indicates the following: There was a decrease in the percentage of students performing at Level 1 from 6.9% in 2009 to 3.7% in 2010. There was an increase in the percentage of students performing at Level 2 from 11.1% in 2009 to 17.1 in 2010. The percentage of students achieving a Level 3 or 4 decreased from 81.9% in 2009 to 79.3% in 2010.

Grade 7

An analysis of the NYS Mathematics Assessment for Grade 7 indicates the following: Results from all tested students indicate there was an increase in the percentage of students performing at Level 1 from 2.2% in 2009 to 10% in 2010. There was an increase in the percentage of students performing at Level 2 from 14.2% in 2009 to 36.7% in 2010. There was a decrease in the percentage of students achieving a Level 3 or 4 from 83.6% in 2009 to 53.3% in 2010.

Grade 8

An analysis of the NYS Mathematics Assessment for Grade 8 indicates the following: Results from all tested students indicate there was an increase in the percentage of students performing at Level 1 from 2.4% in 2009 to 4.8% in 2010. There was also an increase in the percentage of students performing at Level 2 from 32.3% in 2009 to 43.8 in 2010. The percentage of students achieving a Level 3 or 4 decreased from 65.3% in 2009 to 51.4% 2010.

Implications Based on Data

- There was a dramatic drop in student achievement city wide due to the fact that cut scores for the 2009-2010 ELA New York State testing Program English Language Arts Performance Report changed drastically. Changes in the state benchmarks have resulted in additional adjustments by the New York City Department of Education on the 2009-2010 Progress Report to ensure that progress isn't overlooked. In the category of Student Progress on our 2009-2010 Progress Report, we received a calculated score of 38.0 out of 60, which gave us a category grade of A. Our overall Progress Report was an A, with an overall score of 62. As a result, our score indicates that PS 225 did better than 84% of all K-8 schools citywide. This is a strong indication that we are moving forward in academic achievement and are on track in meeting achievement goals and objectives.
- Based on the above ECLAS-2 data, we determined that our large early childhood ELL population needs additional support in order to not fall behind grade appropriate benchmarks. We have purchased Wilson Foundations (an explicit phonics and word structure program) and trained teachers in Kindergarten and Grade One to use this program as a Response to Intervention(RTI) Tier I model. This will allow us to meet our goal of increasing the number of students meeting or exceeding ECLAS-2 Activity Benchmarks on the spring 2011 ECLAS-2 Assessments.
- As a result of a \$58,500.00 Title I ELL Enrichment Grant implemented during the summer of 2010, we are using an ongoing technology licensing commitment for Imagine Learning English to allow students to independently focus on areas of needs in ECLAS-2 Activity strands through this individualized, self-directed computer program.
- Based on the above ELA data, we realized that a more concerted effort and specific plans are needed to increase the proficiency levels of our Middle School students from performance level 2 to levels 3 and 4. To this end, all middle school classrooms are self-contained, to allow minimal movement of students and to provide greater flexibility in establishing a continuum of instruction for cohesive reading, writing and content area workshops. This is aligned with the elementary grade workshop model of balanced literacy instruction.
- Academic interventionists are continuing to provide individual and small group differentiated instruction for Special Education, ELL and low performing students, with special attention to students at the cusp of moving up to a Level 3.
- Due to minimal ELA gains in Grade 8, a team teaching model allows for a smaller teacher to student ratio during lessons and independent work. The second teacher helps the students stay focused and on task and is able to work with individuals and small groups for guided instruction as needed.
- A skills/strategy monthly pacing calendar for reading workshops has been established for middle school as well as elementary school. This calendar, which is aligned with mandated writing portfolio standards, allows for a sense of consistency in instruction and professional development during grade conferences. The literacy coach highlights appropriate resources in the Lending Library and an A.U.S.S.I.E consultant is working directly with middle school teachers, providing professional readings, instructional resources and demonstration

lessons.. The emphasis is instruction/modeling that allows students to develop critical thinking skills/strategies that can be used for reading and writing independently and in test-taking situations.

- Teachers need to continue to use standardized and authentic classroom data along with Acuity's Item Skills Analysis to set goals in both Language Arts and Math to address students' specific needs. Each teacher is using this data to set next steps for their students' classroom goals.

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

- Our 2009-2010 Progress Report overall score was a 62, resulting in a A grade. This indicates that PS 225 did better than 84% of all K-8 schools citywide.
- Our largest subgroup, English Language Learners, showed Exemplary Proficiency Gains of 45.4% at the 75th Growth Percentile or higher in ELA and 43.9% in Math.
- Our 2008-2009 Quality Review overall score was proficient, with some well-developed characteristics.
- All student subgroups made Adequate Yearly Progress in all areas of New York State school accountability. We have completed our third year off SINI status and continue to be a school in good standing in all areas.
- Our School Library Media Center continues to be designated a "Best Practice" site in the NYCDOE for its flexible schedule/open access program, and for integrating technology into teaching. A certified Library Media Specialist in our LMC motivates reading while teaching information literacy skills as per the Information Fluency Continuum, New York State information literacy standards, and AASL guidelines. The SLMS maintains a web-based catalog and resources page which provides a virtual library at all times on the Internet (library, clasroom, home, etc). The Independent Investigation Method of reserach is incorporated as a school-wide model for research and inquiry-based learning with the SLMS team-teaching with classroom and subject teachers to impart library skills to content in an authentic manner. Multimedia resources offer a rich content base in multiple formats (databases, streamed video and audio, recorded books, DVDs, CDs, videos) to assist in differentiating instruction. Up-to-date technology includes: a Smartboard, 29 wireless laptops, laser printers, listening center, cable/TV connection, and wireless access. Our School Library Media Center was featured in a New York Times article and video in February, 2009.
- Model classrooms on every grade have provided staff with on site inter-visitation opportunities. In order to improve middle school scores, inter-visitations are being extended so that middle school teachers can benefit from observing and articulating with elementary grade teachers who effectively use explicit instruction within a workshop model framework.
- CAASS automated attendance and lateness monitoring system for middle school students is in place. In addition Messaging Service software is providing a support service that connects students and parents with the school's commitment to improve attendance across the grades.
- A one million dollar state of the art chemical science lab opened in the fall of 2008. The lab is equipped with a Plasma flat screen television, a LCD projector, and wireless computers. The lab services all of our middle school students in grades 6-8, including our special education classes, a minimum of four times a week.

- For the third year, we are offering an Intermediate Algebra Regent Course to those 8th grade students who met criteria, based on the 7th grade NYS Mathematics exam, a qualifying entrance exam, and teacher review and recommendation. The students enrolled have 120 minutes of instruction each day.
- We are continuing to develop cutting-edge technology resources. Over thirty Smartboards and eight Mimio Boards have been placed in classrooms to enhance student engagement and provide interactive instruction. Hopefully, this will lead to greater academic achievement, particularly in middle school. Ongoing professional development is being provided.
- Laptop carts have been purchased and five computer banks were installed in several classrooms, improving student access to technology. Thirty iPods were purchased for use in the library in order to create multi-media learning experiences. Our technology specialist has compiled a schoolwide software catalogue for teachers' use.
- As a result of a \$58,500 Title I ELL Enrichment Grant implemented during the summer of 2010-2011, an ongoing technology licensing commitment from Imagine Learning English will allow students in grades kindergarten through third grade to participate in an individualized, self-directed computer program focusing on specific areas of need. This will reinforce our efforts to have students reach appropriate ECLAS-2 benchmarks. However, budget constraints are limiting our ability to purchase additional classroom computers which would facilitate more frequent student participation.
- Acuity training has been turnkeyed to help all teachers access and analyze data. AIS providers have been trained to set up their own class rosters in order to develop item skill analysis for the students that they service.

What are the most significant aids to the school's continuous improvement?

- Family College staff and students grades pre-k through 2 have been integrated into the main building population. This allows for consistency in all aspects of teaching and learning, with a greater sense of community and common vision.
- We have transitioned from a Targeted Assistance Title I school to a School Wide Programs model. We are confident that by having greater flexibility in using available funding, all our our student will be able to benefit educationally.
- Staff has approved a School Based Option that will provide 37.5 minutes weekly for staff to collaborate for data analysis, Inquiry Team work and professional development.
- For the 2010-2011 school year we have developed professional learning communities at each grade level by having each grade collaborate as an Inquiry Team during Monday's 37.5 extended day. Each team will develop a focus question and action research will be documented the on ARIS' Inquiry Space. This will support our goal of realigning English Language Arts mandated writing units to reflect expectations for student knowledge and skills delineated in Common Core Standards.
- Wilson training for selected staff took place on March 17 and 18 for the Just Words Program and April 7-8 for the Foundations Program. Material has been purchased and will be implemented as a classroom word study components in pre-kindergarten, kindergarten and grade one and as pull out academic intervention in grades three through seven.
- The agenda for June 4, 2008 Chancellor's Professional Development Day for teachers of grades 4-8 was provided by Quality Teaching for English Learners. Teachers were assigned to one of three workshops (English Language Arts, Mathematics, Science) for small group exploration of effective scaffolding of teaching and learning for English Language Learners in each content area.
- Because of the new New York State Mathematics testing schedule, we have aligned school instruction and the City's pacing calendar to reflect these changes.

- We are successfully transitioning to Pearson’s EnVision Math Series for students in grades Kindergarten through five. This program uses a problem solving approach to understanding content and incorporates the skills necessary to develop problem solving strategies. It is more closely aligned with the Common Core Standards for mathematics and provides multiple layers for differentiation.
- We are still using Glencoe’s Impact Math in grades 6 – 8, as well as supplemental materials to provide skills intervention when necessary. We are now in our 3rd year of offering an Integrated Algebra Regents class, using Prentice Hall text materials. A state certified licensed math interventionist services our at risk students
- Our literacy and math coaches are providing ongoing informal professional development through co-teaching, demonstrations and reflective discussion. An open-access Lending Library and Coaches room allows teachers to meet and explore resources in a congenial setting. Resources aligned with curriculum pacing calendars are displayed monthly and are available to teachers when visiting the lending library. Coaches also collaborate with administration at weekly Cabinet meetings and participate in CEP development.
- We are in our third year of utilizing a new kindergarten literacy program in order to provide a systematic format of teaching, learning and assessment for this challenging group of young English Language Learners. Weekly grade meetings and professional development have assisted teachers in further differentiating instruction and encouraging collaborative, reflective efforts in developing best practices.
- A Early Childhood Reading Intervention teacher services at-risk 1st grade student’s one-to-one as well as small group instruction for wait-listed 1st graders and at-risk second graders. She works closely with early childhood classroom teachers and is coordinator of ECLAS. She is a member of the Pupil Personnel Team as well.
- We have continued our policy of establishing a newcomer ELL class for 8th grade students new to the country and homogeneous grouping of beginner, intermediate and advanced ELL students in other classrooms.
- Laptop mobile computer centers promote computer literacy for all staff and students and integrate technology into the classroom environment. Our wireless and interactive footprint in the building has been successfully increased.
- Our full time School Library Media Specialist supplements classroom literacy instruction and research methodology in our School Library Media Center whose current collection supports all curriculum areas at every reading level and has a flexible scheduling/open access program. Library book circulation has increased dramatically. Total circulation for 2009 – 2010 was over 17,000 books.
- Our full-time music and art teachers support Arts Count initiatives in order to provide high quality arts education for our students. Integration of arts education has a positive impact on the healthy development of students, both intellectually and socially. It effectively engages students and is an entry point for reaching our diverse population of learners.
- A full-time School Assessment Team addresses at risk behavior and referrals to special education. AstroCare, an on site mental health service program provides licensed psychologists to assist referred students, with parental knowledge and consent.
- We have developed a School Document Resource Website and staff E-mail distribution list to facilitate the dissemination of important documents to all staff.
- The principal and administrative staff encourages open dialogue to resolve problems, and there is ongoing evidence of collegiality and shared vision among most staff members.

What are the most significant barriers to the school’s continuous improvement?

- P.S. 225 services a diverse immigrant community. 34.34% of our students are English Language Learners and need to adapt to their new homes, school, language environment and lifestyles quickly in order to perform on standardized assessments. Mandates for the State ELA exam requires that ELLs take the test after just one year in school.
- There is a great instability in our school population. This exacerbates problems with instructional continuity and impacts on attendance record-keeping.
- There is a lack of continuum of our high achieving population from the elementary to middle school grades. . High performing fifth grade students test into specialized gifted and talented District 21 middle schools. Our incoming sixth grade students are often lacking in reading and writing skills and strategies, as well as, content area knowledge needed for grade level achievement.
- Due to budget cuts this year we were unable to rehire an F-status family assistant who provided translation services to parents.
- Per Session activities including before and after school programs and SEM which would begin in late September, have been put on hold pending funding.

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.*

Annual Goal	Short Description
1. By June 2011, we will revise the Individual Education Plans of 20% of our Special Education students to promote their meaningful access and participation in the general education curriculum.	To support the Special Education Initiative as a Phase One School, by reassessing the IEPs of student with disabilities in order to make programming decisions utilizing the full flexibility of the continuum of service that will promote an increase of 20% access and participation in the general education curriculum.
□ 2. By June 2011, we will achieve a 6% increase in students in Kindergarten and Grade One meeting end of year Activity Benchmarks in the Phonemic Awareness and Phonics assessments of New York City ECLAS-2	□ To achieve a 6% increase of students in Kindergarten and Grade One meeting end of year Activity Benchmarks in the Phonemic Awareness and Phonics assessments of New York City ECLAS-2 by implementing Foundations, a systemic, explicit instructional program in phonics and word structure for these students.
□ 3. To increase the English Language Arts achievement level of all students (grades 3-8) as indicated on the 2009-2010 New York State Testing Program English Language Arts Performance Report by 3%, resulting in an increase from 45.3% average for all testing grades to 48.3% at or above proficiency level 3 in 2010-2011 as indicated on the 2010-2011 New York State Testing Program English Language Arts Performance Report.	□ To revise and realign three mandated English Language Arts writing units according to knowledge and skills delineated in Common Core Standards, by revising rubrics, adjusting instructional plans and collaboratively looking at students portfolios in order to increase the English Language Arts achievement level of all students (grades 3-8) as indicated on the 2009-2010 New York State Testing Program English Language Arts Performance Report by 3%.

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

Special Education

(where relevant) :

<p>Annual Goal 1</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, we will revise the Individual Education Plans of 20% of our students to promote their meaningful access and participation in the general education curriculum.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>As a Phase I school in CFN# 107, we are following the Special Education Initiative Timeline for Implementation in order to meet the goal of considering students with disabilities as individual students who have instructional plans that facilitate their participation in the general education curriculum. Our efforts were supported by CFN 107 which held a Special Education Reform Meeting on May 10th, 2010 at 21K225. We then initiated a preliminary resource inventory to assess staff strengths and licensing, as well as available space and materials. Teachers and staff were introduced to the goals of the initiative at the May 17th Faculty Conferences. During May and June we were in the process of reassessing each student’s IEP using the student inventory template provided by the network. In this way we assessed each student’s strengths, areas of need, and decided what additional information was needed to make programming decisions for each student utilizing the full flexibility of the continuum of service. This process was facilitated by members of the School Assessment Team and selected Special Education teachers, who, by the end of June, went through the process of changing the IEPs as needed according to Special Education policy. Over the summer 2010, students with IEPs were programmed first to be sure each student was being matched up with the appropriate teacher(s) and that programming followed all compliance guidelines. In 2010-2011, 11 out of 154 Special Education students’ IEPs have been revised so far, resulting in a 7% increase in students that have been mainstreamed to participate in the general education environment. Continuous re-evaluation and monitoring will allow us to increase meaningful participation of</p>

	<p>Special Education students in the general education curriculum in order to reach our goal of 20% participation.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include 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>Since our network had advised us that unspent Inquiry Team money in our budget could be used to pay for IEP inventory and revision, we applied the remaining balance of \$4,883 of 2009-2010 inquiry funds to facilitate this effort. This year's Children First Inquiry Team budget of \$7,144 for teachers and \$2,518 for School Based Data Specialist, will allow us to monitor and assess these programming decisions during the 2010-2011 school year.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Starting September 2010, the School Assessment Team will review placement decisions for students with disabilities to ensure that they are appropriate for each student's social and emotional growth, as well as supporting their academic achievement and long-term educational goal. Transition support for students moving between program classifications will be monitored. Additional teacher training supports will be provided as necessary. Direct observation by supervisors, teachers and the School Assessment Team, as well as articulation with parents, will serve to determine the efficacy of programming decisions.</p> <p>Formative and summative assessments will determine if students are making adequate progress in meeting monthly classroom goals and moving toward grade appropriate benchmarks in all subject areas. Fountas and Pinnell reading levels and English Language Art and Mathematics Acuity interim assessment results will be carefully monitored. We anticipate that by June, 2011, 20% of our students with disabilities will have successfully participated in varied instructional programs in less restrictive settings while meeting their long and short-term educational goals.</p>

Subject Area

**Early Childhood - English
Language Arts**

(where relevant) :

<p>Annual Goal 2</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, we will achieve a 6% increase in students in Kindergarten and Grade 1 meeting end of year New York City ECLAS-2 Activity Benchmarks. In Spring 2010, 57 out of 98 Kindergarten students (58%) met or exceeded ECLAS-2 Activity Benchmarks and 55 of 86 (64%) First Grade students met or exceeded ECLAS-2 Activity Benchmarks. In order to meet our goal of a 6% increase, we expect 64% of our Kindergarten students and 70% of our First Grade students to meet or exceed ECLAS-2 Activity Benchmarks on the Spring 2011 ECLAS-2 Assessment.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□ In consideration of the emphasis on the Response to Intervention (RTI) model in lower grades as a means of providing early invention for students who might be at risk and the large number of students coming into the early grades as English Language Learners, we are planning to provide systematic, explicit instruction in phonics and word structure to all students in Grades Kindergarten and First Grade through the Wilson Foundations program. Pema D. Latshang, Coordinator of Early Intervention Services for CFN#107, has provided funding and helped facilitate professional development workshops for all teachers and academic intervention service providers, grades Pre-Kindergarten through Grade Two, on April 7 and April 8, 2010. Teachers were introduced to the Foundations program and received training on implementation of the multisensory techniques and cumulative, scaffolded skills instruction integral to the program. Other components include differentiated, supplemental instruction, ongoing assessments and a Home Support Packet encouraging parent involvement. Materials were purchased and have been distributed to teachers. During September, kindergarten and first grade teachers have been receiving additional support from Ms. Latshang on implementing the program. Teachers will determine an appropriate one half hour time slot during the literacy block dedicated to Foundations as their word work component for all students. Academic intervention service providers can support this work in small group instruction as needed. Questions and concerns will be addressed during grade meetings and additional support will be requested from Wilson if necessary.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include 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>□</p> <p>The budget for implementing this program has been supported by Coordinated Early Intervening Service (CEIS) ARRA funding in the amount of approximately \$18,000 for materials and \$6,000 for teacher training. Current budget constraints may hinder our ability to provide adequate small group intervention support for these youngest students who are not progressing adequately.</p> <p>In addition, as a result of a \$58,500 Title I ELL Enrichment Grant implemented during the summer of 2010-2011, an ongoing technology licensing commitment from Imagine Learning English will allow students in grades kindergarten through third grade to participate in an individualized, self-directed computer program focusing on specific areas of need. This will reinforce our efforts to have students reach appropriate ECLAS-2 benchmarks. However, budget constraints are limiting our ability to purchase additional classroom computers which would facilitate more frequent student participation.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ The Foundation Program, as well as the Imagine Learning English program, contains ongoing assessments to monitor students throughout the year. Midyear ECLAS-2 assessments will determine if students are approaching or meeting Midyear Activity Benchmarks. End of year ECLAS-2 assessments will determine if our goal of 6% increase in students meeting end of year Activity Benchmarks in Phonemic Awareness and Phonics assessment has been met.</p>

English Language Arts

Subject Area

(where relevant) : _____

<p>Annual Goal 3</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To increase the English Language Arts achievement level of all students (grades 3-8) as indicated on the 2009-2010 New York State Testing Program English Language Arts Performance Report by 3%, resulting in an increase from 45.3% average for all testing grades to 48.3% at or above proficiency level 3 in 2010-2011 as indicated on the 2010-2011 New York State Testing Program English Language Arts Performance Report.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Approval of a School Based Option is allowing teachers to meet for Inquiry Team work each Monday afternoon for 37.5 minutes. Teachers meet on each grade level and will be responsible for cooperative learning as the Common Core Standards are unwrapped, compared to existing State Standards, and integrated into existing curriculum. Findings will be shared at faculty and grade meetings, and resulting work samples will be displayed on a designated hallway bulletin board. Administrators and coaches will support and facilitate this endeavor. An A.U.S.S.I.E. consultant, who has worked with our teachers for two previous years, will support Inquiry Teams in revising curriculum units, curriculum mapping, and looking at student work.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include 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>Title I School Wide Program Curriculum and Staff Development Funding so far has provided an eighteen day Aussie Consultant commitment at the cost of \$20,700.</p> <p><input type="checkbox"/></p>

Indicators of Interim Progress and/or Accomplishment

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

Curriculum units will be evaluated at grade and Inquiry Team meetings, allowing us to revise and adjust instructional planning as needed to meet our goal. Using revised rubrics, teachers at each grade level will collaboratively look at samples from students' writing portfolios, including mandated writing pieces, as well as content area writing, reading response logs, formative and other authentic assessments, to determine whether this realignment to knowledge and skills delineated in Common Core Standards is resulting in greater student achievement in writing. We anticipate an increase in students achieving scores of Level Three on their writing samples, thus meeting grade level expectations and better preparing them for success in college and careers.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	EL A	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services	# of Students Receiving AIS
		# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	4	2	6	3	
1	12		N/A	N/A	2	4	6	4	
2	25		N/A	N/A	3	3	8	1	
3	40	15	N/A	N/A	5	1	4	4	
4	29	16	4	4	6	3	4	3	
5	24	16	5	7	5	7	5	3	
6	24	7	5	5	9	4	8	3	
7	33	10	14	16	17	7	8	2	
8	31	22	21	14	15	6	7	3	
9									
10									
11									
12									

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>During the course of the school day, funded reading teachers provide small group instruction using the Wilson Just Words Program, a study of word structure which provides explicit word-level intervention (Tier II) for students struggling with the foundational phonic and spelling skills needed to achieve higher academic levels. Students who have been identified as "at risk", level 1 or level 2 will receive this instruction in groups of 10 to 15 students in room set aside for this program. In addition, the 37 1/2 minute extended day on Tuesday, Wednesday, and Thursday is used by AIS service providers to focus on re teaching specific skills as evidenced on Acuity.</p>
<p>Mathematics:</p>	<p>During the course of the school day, the funded math teacher provides small group instruction to students who have been identified as "at risk", level 1 or level 2. This small group instruction is implemented in a pull-out setting. The funded math teacher is continuously collaborating with the classroom teacher and the PPT leader to discuss ways to differentiate instruction meet the individual academic needs of each student. In addition, the 37 1/2 minute extended day on Tuesday, Wednesday, and Thursday is used by AIS service providers to focus on re teaching specific skills as evidenced on Acuity.</p>
<p>Science:</p>	<p>A science cluster specialist works with grades Pre-K - 3 one period per week, and the 4th and 5th grade classes twice a week. A science teacher, assisted by the classroom teachers, services the middle school in a state of the art science lab where exploration and hands on activities are encouraged and individual attention is given to all students, with particular attention to at risk students.</p>
<p>Social Studies:</p>	<p>A social studies cluster teacher works with student s in grades Pre-K - 5 approximately two times per week. Curriculum is based on grade appropriate State Standards.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>At risk counseling students receive related services from the school Guidance Counselor on a weekly basis through out the school day. Non-mandated students are seen by the Guidance Counselor on a need to basis. At risk counseling is provided for students on an as needs basis.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist screens for learning difficulties, meets with parents and teachers to discuss the needs and remediation for the identified students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The school Social Worker provides prevention and when necessary intervention services with identified children with behavior and learning problems.</p>

At-risk Health-related Services:

The school nurse works with asthmatic children doing "open airways" to help minimize absenteeism. The school nurse works with identified diabetic students to provide privacy to take care of their daily and unexpected needs in order to enable them to meet their educational needs

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

LAP is included as a separate attachment.

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.

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP. Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

THE FOLLOWING ARE REVISIONS TO THE 2009-2010 APPROVED TITLE III PLAN.

- **Revision 1: Program 1 – 17 periods of Push-In Support Program in 2010-2011 vs. 15 in 2009-2010 (see schedules below)**
- **Revision 2: Program 2- 8 periods of Class Size Reduction in 2010-2011 vs. 10 in 2009-2010 (see schedules below)**
- **Revision 3: The program is available for 30 students. However, the number of students changes as new students enroll and as students develop enough proficiency to move out of this newcomer program.**

Schedule for Ms. Wren, Supplemental ESL Teacher for Title III Push-In and Class Reduction Programs

	1	2	3	4	5	6	7	8
M	Math Udina/Wren (push-in)	Math Udina/Wren (push-in)	ESL/ELA Scala/Wren (class-size reduction)	L	ESL/ELA Friedler/Wren (push-in)	SS Friedler/Wren (push-in)	P	A
T	Math Udina/Wren (push-in)	Math Udina/Wren (push-in)	ESL/ELA Scala/Wren (class-size reduction)	U	ESL/ELA Friedler/Wren (push-in)	SS Friedler/Wren (push-in)	P	A
W	ESL/ELA Scala/Wren (class-size reduction)	ESL/ELA Scala/Wren (class-size reduction)	P	N	Math Udina/Wren (push-in)	Math Udina/Wren (push-in)	SS Shapiro/Wren (push-in)	A

TH	ESL/ELA Scala/Wren (class-size reduction)	ESL/ELA Scala/Wren (class-size reduction)	ESL/ELA Scala/Wren (class-size reduction)	C	Math Udina/Wren (push-in)	Math Udina/Wren (push-in)	P	A
F	Math Udina/Wren (push-in)	Math Udina/Wren (push-in)	P	H	Sci Friedler/Wren (push-in)	ESL/ELA Scala/Wren (class-size reduction)	A	SS Shapiro/Wren (push-in)

Schedule for Eighth Grade New Comer Class:

	1	2	3	4	5	6	7	8
M	Math Udina/Wren	Math Udina/Wren	ESL/ELA Scala/Wren	L	ESL/ELA Friedler/Wren	SS Friedler/Wren	Sci. Lab Hernandez	Gym Kelly
T	Math Udina/Wren	Math Udina/Wren	ESL/ELA Scala/Wren	U	ESL/ELA Friedler/Wren	SS Friedler/Wren	Art 327 Castrofilippo	Gym Kelly
W	ESL/ELA Scala/Wren	ESL/ELA Scala/Wren	Music 209 Mejanny	N	Math Udina/Wren	Math Udina/Wren	SS Shapiro/Wren	Art 327 Castrofilippo
TH	ESL/ELA Scala/Wren	ESL/ELA Scala/Wren	ESL/ELA Scala/Wren	C	Math Udina/Wren	Math Udina/Wren	Gym Kelly	SS Friedler

F	Math Udina/Wren	Math Udina/Wren	Sci. Lab Hernandez	H	SCI Friedler/Wren	ESL/ELA Scala/Wren	Gym Kelly	SS Shapiro/Wren
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BELOW IS THE APPROVED 2009-2010 PLAN

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

Form TIII - A (1)(a)

Grade Level 8

Number of Students to be Served: LEP 30 Non-LEP **0**

Number of Teachers 1 Fully Licensed and Certified ESL Teacher Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

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

The Title III funds are being used to provide additional and supplemental language instruction and support to 30 newcomers in a self-contained class in the 8th grade. As of October 31st, there were 26 eighth grade students enrolled in our newcomer's class due to a high number of newly immigrated students registering in September 2009. When these students become proficient enough as evidenced by formative assessments,

they transition into a regular mainstream eighth grade class. Students in this newcomer class receive instruction in English in their core subjects and electives from highly qualified subject area teachers. In addition, these students also receive their mandated eight periods (360 minutes) of ESL instruction per week by Ms. Scala, a fully licensed ESL teacher. To supplement their development of academic language, an additional fully licensed and certified ESL teacher, Ms. Wren, services the students through two Title III Programs:

Program 1: Push-In Support Program

For the push-in Title III program, Ms. Wren pushes in to core subject areas three periods per day, for fifteen periods weekly. She pushes in with the Math subject teacher for nine periods per week, with the Social Studies subject teacher for four periods a week, and with the science teacher one period per week. Ms. Wren plans with and modifies the lessons designed by the subject area teachers, infusing the lessons with language development strategies and ESL methodology, and differentiation as necessary. In this way, she tries to ensure that the particular needs of newcomers are met, as Ms. Wren has successfully run new-comer classes in the past. With two teachers in the room, the new comer students receive more individualized instruction, guidance and ESL support. The ultimate goal of having this experienced certified ESL teacher push in to these core subject classes is to ensure that the limited language skills of new comers do not interfere with their mastery of academic content. Additionally, having this ESL teacher work with the newcomers for fifteen periods per week, above the mandated periods of ESL they already receive from their mandated ESL teacher, the language development needs of these newcomers are being addressed and focused upon for the majority of their time in school.

Program 2: Class-Size Reduction Program

For the class-size reduction Title III program, Ms. Wren works with two other ESL teachers, Ms. Scala and Ms. Lombardi, to reduce the class-size of the 8th grade newcomers ESL class and provide more individualized instruction and support. As of October 31st, there were 26 students. During the 10 periods of scheduled ESL services, this class-size is reduced by dividing the class into two groups depending on their level of proficiency. This allows the ESL teachers to differentiate and provide small group and individualized ESL instruction.

Below are the schedules for the newcomer class, and for Ms. Wren, the fully licensed and certified ESL teacher who provides supplemental services through the Push-in Title III Program, and the Class-Size Reduction Title III Program.

Schedule for Eighth Grade New Comer Class:

Periods	1	2	3	4	5	6	7	8
Monday	ESL Ms. Scala & Ms. Wren (class-size reduction)	ESL Ms. Scala & Ms. Wren (class-size reduction)	SS Ms. Friedler with Ms. Wren (push-in)	L	Music Ms. Stager	Gym Mr. Kelly	Math Ms. Friedler with Ms. Wren (push-in)	Science Ms. Friedler with Ms. Wren (push-in)
Tuesday	ESL Ms. Scala &	ESL Ms. Scala &	Art Ms. Pulzone	U	SS Ms. Friedler	Gym Mr. Kelly	Math Ms. Friedler	Math Ms. Friedler

	Ms. Wren (class- size reduction)	Ms. Wren (class-size reduction)			with Ms. Wren (push-in)		with Ms. Wren (push-in)	with Ms. Wren (push-in)
Wednesday	ESL Ms. Scala & Ms. Wren (class – size reduction)	ESL Ms. Scala & Ms. Wren (class –size reduction)	SS Ms. Friedler with Ms. Wren (push-in)	N	Art Ms. Pulzone	Science Ms. Hernandez	Math Ms. Friedler with Ms. Wren (push-in)	Math Ms. Friedler with Ms. Wren (push-in)
Thursday	ESL Ms. Scala & Ms. Wren (class –size reduction)	ESL Ms. Scala & Ms. Wren (class –size reduction)	SS Ms. Friedler with Ms. Wren (push-in)	C	Gym Mr. Kelly	Science Ms. Hernandez	Math Ms. Friedler with Ms. Wren (push-in)	Math Ms. Friedler with Ms. Wren (push-in)
Friday	ESL Ms. Wren & Ms. Lombardi (class-size reduction)	ESL Ms. Wren & Ms. Lombardi (class-size reduction)	SS Ms. Friedler with Ms. Wren (push-in)	H	Music Ms. Stager	Science Ms. Hernandez	Math Ms. Friedler with Ms. Wren (push-in)	Math Ms. Friedler with Ms. Wren (push-in)

Schedule for Ms. Wren, Supplemental ESL Teacher for Title III Push-In and Class Reduction Programs

Periods	1	2	3	4	5	6	7	8
Monday	ESL Class Reduction – Ms. Wren & Ms. Scala	ESL Class Reduction – Ms. Wren & Ms. Scala	SS Push-In	L	Prep	Administrative	Math Push-In	Science Push-In
Tuesday	ESL Class Reduction – Ms. Wren & Ms. Scala	ESL Class Reduction – Ms. Wren & Ms. Scala	Prep	U	SS Push-In	Administrative	Math Push-In	Math Push-In
Wednesday	ESL Class Reduction – Ms. Wren &	ESL Class Reduction – Ms. Wren &	SS Push-In	N	Prep	Administrative	Math Push-In	Math with Push-In

	Ms. Scala	Ms. Scala						
Thursday	ESL Class Reduction – Ms. Wren & Ms. Scala	ESL Class Reduction – Ms. Wren & Ms. Scala	SS Push-In	C	Prep	Administrative	Math Push-In	Math Push-In
Friday	ESL Class Reduction – Ms. Wren & Ms. Lombardi	ESL Class Reduction – Ms. Wren & Ms. Lombardi	SS Push-In	H	Prep	Administrative	Math Push-In	Math Push-In

The rationale for creating this self-contained newcomer’s eighth grade class comes from the success of the self-contained 7th grade newcomer program implemented last year. Out of the fourteen non-English speaking students who were in the program last year (in seventh grade), 36% of the students remained at a beginner level, 43% of the students improved from the beginner to intermediate level and 21% progressed to an advanced level by the end of the school year. The self-contained newcomer teacher from last year, is thus continuing to work with newcomer students to accelerate their development of academic language and skills. Ms. Wren works with newcomers through the Title III Push-in and Title III Class-Reduction programs. This allows newcomers to have more individualized and differentiated services, and for them to receive most of their instruction throughout the day through the use of ESL methodology.

Instruction is differentiated based on the students’ English proficiency levels obtained from the Lab-R and ELL Periodic Assessments. Visual aids and realia provide hands-on interactions with models of vocabulary. Writing tasks reinforce content area lessons such as literature, character analysis and description, grammar skills, sequence of events, personal narrative, non fiction, and persuasive writing. The use of technology enhances content area work; www.brainpop.com for math and power-point presentations in Social Studies. Lap top and SMART Board Technology is used on a daily basis.

Spelling and language arts workbooks enhance everyday use of English. Daily use of graphic organizers breakdown content area learning for English Language Learners and provide them with a pre-writing tool to refer to while working through the writing process. Right-brain learning of language is utilized with TPR (Total Physical Response) and by using student-made artwork to integrate mathematical concepts.

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

Title III Programs- Professional Development

Co-teaching and co-planning professional development and support is provided to Ms. Wren and the core subject area teachers with whom she pushes in, by the ESL and Student Services Directors of the school's Children First Network. These professional development meetings are held monthly. The focus of these meeting is on teachers collaborating to differentiate for the various proficiency levels of students. Scheduled dates were November 4th and December 22nd. Ms. Wren and Ms. Friedler, will also participate in a professional development series of workshops given by Gold Mansour, to be held on January 28th, March 4th, and April 12th. In addition, the ESL Coordinator and A.U.S.S.I.E consultants provide coaching sessions.

Additional ESL workshops for all ESL teachers, including Ms. Wren, Ms. Scala, and Ms. Lombardi are provided by the Children First Network. Dates and topic are as follows: September 14, 2009: Beginning of year planning and start-up procedures, November 12, 2009: Vocabulary Development, January 13, 2010: Preparing Students for the NYSESLAT, March 7, 2010: Servicing ELLs with Special Needs, ESL/Special Ed. Collaboration, May 26, 2010: topic to be announced.

Additional Ongoing Professional Development

- An A.U.S.S.I.E consultant works with teachers of English Language Learners during grade conferences and workshops which concentrate on integrating ESL strategies and techniques with core curriculum in the mainstream classroom.
- ESL staff meets with administration monthly to articulate program goals and objectives.
- The ESL staff will model activities for mainstream personnel during professional periods and grade conferences to ensure that our LEP population is receiving differentiated ESL services throughout the day.
- Teachers also receive professional development given by administration and coaches.
- ESL teachers attend ESL workshops outside the school as much as possible
- New teachers receive their mandated 7 1/2 hour training in all facets of the ESL program. The training agenda includes:
 - ESL methodologies to use in their lessons
 - creating an environment for language acquisition in their classroom
 - identifying the stages of language acquisition
 - including newcomers in all classroom lessons
 - encouraging ELLs to participate
 - various ways to assist newcomers/beginners
 - program placement, testing, mandates, and grading ELLs
 - scaffolding instruction for ELLs to incorporate ESL strategies in all subject areas
 - support to enhance differentiated instruction
 - teaching reading and writing skills
 - transitioning students to English proficiency
 - aligning classroom rubrics and ESL rubrics together and working with newcomers

Section III. Title III Budget

School: **PS 225**

BEDS Code: **332100010225**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	61,760.00 Anticipated	Teacher salary for a fully licensed and certified ESL teacher, Ms. Wren will provide 15 weekly periods of additional and supplemental ESL support through the Push-In Title III Program & 10 weekly periods of ESL instruction through the Class-size Reduction Title III Program.
Purchased services - High quality staff and curriculum development contracts	N/A	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	N/A
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	61,760.00	

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.

P.S. 225 is a Pre-K-8 school that serves a community with a large number of parents and students who speak languages other than English in their home. We strive to eliminate communication barriers between the parents and our school by having translators on staff in a variety of languages.

At the time of registration parents/guardians are mandated to fill out an emergency card. The card contains a space for the parents to fill in their preferred language of communication both verbal and written. Parents/guardians also fill out a Home Language Survey where they are asked to identify the language they wish to receive any written or oral information on. This information is then entered into the school's ATS and updated as needed. Interviews are also held with students and parents who speak a language other than English at home. These interviews are conducted by the parent coordinator, teachers and other staff members who speak languages other than English to identify communication translation needs for parents. The school has staff members that fluently speak Russian, Spanish, Urdu and Arabic and French. If we are unable to provide the translation needed within our school, additional support is then provided by the Department of Education's Translation and Interpretation Unit.

In order to accurately assess the written translation needs for P.S. 225, the ESL staff first reviewed the Home Language Surveys in order to accurately identify the languages currently spoken by parents of the ESL population. The required documentation for communicating with the parents for its availability both in-house and online was then reviewed by the ESL Staff.

A careful analysis of family language data indicates the following:

- There are 5 Albanian families. They all prefer to receive information verbally and written in Albanian.
- There are 6 Arabic families. They all prefer to receive information verbally and written in Arabic.
- There is 1 Azerbaijani family. This family prefers to receive information verbally and written in Azerbaijani.
- There is 1 family from Bangladesh. This family prefers to receive information verbally and written in Bengali.
- There is 1 family from Bulgaria. This family prefers to receive information verbally and written in Bulgarian.
- There are 12 Asian families. They all prefer to receive information verbally and written in Chinese.
- There are 224 English speaking families. These families prefer to receive all information in English.
- There are 2 French speaking families. 1 family prefers to receive information verbally and written in French and 1 in English.
- There are 3 Georgian speaking families. They all prefer to receive information verbally and written in Georgian.
- There is 1 Hebrew speaking families. This family prefers to receive information verbally and written in Hebrew.
- There are 2 families from India. 1 family prefers to receive information verbally and written in Hindi. The other family prefers to receive information verbally and written in Punjabi.
- There are 4 Tagalog speaking families. 3 families prefer to receive information verbally and written in Tagalog 1 in English.
- There are 2 Polish speaking families. Both prefer to receive information verbally and written in Polish and the other 2 prefer English.
- There are 2 Portugese speaking families. Both prefer to receive information verbally and written in Portuguese.
- There are 236 Russian speaking families. They all prefer to receive information verbally and written in Russian.
- There is 1 Serbo-Croatian speaking family. This family prefers to receive information verbally and written in Serbo-Croatian.
- There are 219 Spanish speaking families They all prefer to receive information verbally and written in Spanish.
- There are 2 Turkish families. Both families prefer to receive information verbally and written in Turkish.
- There are 5 Ukrainian speaking families. They all prefer to receive information verbally and written in Ukrainian.
- There are 81 Urdu speaking families. They all prefer to receive information verbally and written in Urdu.
- There are 5 Uzbek speaking families. They all prefer to receive information verbally and written in Uzbek.

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 6 certified teachers comprising the P.S. 225 ESL team, met to discuss the interpretation needs of the parents of our targeted population. After reviewing the active caseloads for each of the caseloads, as well as the Home Language Survey, the team decided that the following interpretation needs exist:

1. Oral translation for in house events such as Parent Teacher Conferences or PTA meetings or Open School
2. Interpretation for IEP or referral meetings

3. Translation services for admissions
4. Translations for major content area exams

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.

At this time the Department of Education provides translated copies of key documents such as Entitlement Letters, Placement Letters, Survey/Selection Forms, Title III Supplementary form. We will also be submitting report cards and promotion in doubt letters for translation into our seven primary languages. It is the opinion of the ESL team, that once the requested forms are translated, the parents of our ESL population will be able to receive and understand their children's status reports.

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.

The proposed oral interpretation services which P.S. 225 will consist of the following; obtaining the services of a bilingual family assistant, SAPIS or school aide to assist in translation or interpretation on Fall and Spring Open School nights. The extension of the hours for the Spanish speaking SAPIS Worker to better serve the daily needs of the families. In addition, the services of the bilingual Parent Coordinator as well as bilingual staff members will assist in oral translation.

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>.

In anticipation of the implementation of VII of Chancellor's Regulations A-663 regarding parental notification for translation and interpretation services, the staff of P.S. 225 has conducted a needs assessment via personal interview with parents and students in order to determine where the shortage of translated materials exist for parents. At this time the following interventions are in place:

A. Bilingual staff in the three primary languages (Russian, Urdu and Spanish) spoken by the families of our students are available throughout the school day.

B. All documents leaving the building are either translated or contain a translated message in seven languages that directs parents to contact the school regarding the notices for the purpose of being informed of the contents of each notice.

C. The school will utilize the services of the Translation and Interpretation Unit in order to expand the number of school documents that currently exist.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	580,960	357,941	938,901
2. Enter the anticipated 1% set-aside for Parent Involvement:	5809.60	3579.41	9,389.01
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29,048	17,897.05	46,945.05
4. Enter the anticipated 10% set-aside for Professional Development:	58,096	0	58,096

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.
 N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**
2. **Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Involvement Policy

P.S. 225, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. P.S. 225’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on the School Leadership Team, the Parents Association, and Parent Advisory Councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole. The School Library Media Specialist has created a library homepage that includes parent and family literacy resources. In addition, there is a weekly period of time dedicated to parent access to all library resources.

II. The policy encompasses all parents including parents of English Language Learners and special needs students.

III. The policy is designed based upon a careful assessment of parents’ needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program. In developing the P.S. 225 Parent Involvement Policy, the P.S. 225 PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, P.S. 225 will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the Parents Teacher’s Association. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.

- These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.
- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

P.S. 225 will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Conference
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents informed of their children's progress and goal setting.
- Providing school planners for daily written communication between school/teacher and the home.
- Grade newsletters are sent home weekly to inform parents of instructional and enrichment activities.
- A school wide initiative is being implemented to utilize web 2.0 tools such as wiki spaces, Google docs., and blogs to make the classroom more interactive and accessible to parents and families.

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

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

1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

SCHOOL - PARENT COMPACT P.S. 225

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

The School Agrees

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
 - To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
 - To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
 - To provide parents with timely information about all programs.
 - To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
 - To provide high quality curriculum and instruction.
 - To deal with communication issues between teachers and parents through:
 1. Parent-teacher conferences at least annually
 2. Frequent reports to parents on their children's progress
 3. Reasonable access to staff
 4. Opportunities to volunteer and participate in their child's class
 5. Observation of classroom activities
- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.

To monitor his/her child's/children's:

1. Attendance at school
2. Homework
3. Television watching

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

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.

See section IV Analysis and Implications of Data

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See section IV Greatest Accomplishments and Significant Aids to the School's Continuous Improvement

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Students receiving intervention services are addressed during the 37.5 minutes extended day. Tuesday thru Thursday, in a 10:1 setting, allowing for more individualized instruction in areas of deficiency. The Shorefront YM-YWHA TASC after school program, which is housed in our building, extends support to students who need help in assignments.

o Help provide an enriched and accelerated curriculum.

We have built on a series of seven spring 2008 professional development sessions, presented by staff from NYC SEM Network (The Schoolwide Enrichment Model) encouraged participating teachers to improve the academic performance of all students in areas of the regular curriculum and to blend into the standard curriculum activities that will engage students in meaningful and enjoyable academic pursuits. In order to accelerate learning for students at risk, in the 2010-2011 academic year we are implementing Wilson's Foundations (Grades Pre-Kindergarten, Kindergarten and First) and Wilson's Just Words (Grades Four through Seven). This effort will address the needs of our large ESL population who need additional support in meeting NYSESLAT proficiency levels, ECLAS 2 benchmarks, and increasing the number of student's meeting standards on the State ELA exam.

o Meet the educational needs of historically underserved populations.

P.S. 225 has earned exemplary credit gains in ELA and Math for all high need student sub-groups; English Language Learners, Special Education Students, Hispanic Students in the Lowest Third Citywide, and Other Students in the Lowest Third Citywide.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. Our classroom teachers and our AIS teachers teachers meet on a weekly basis to articulate student goals for students at risk, and strategies that help these students meet those goals. See Appendix I Part B, Description of Academic Intervention Services.
- o Are consistent with and are designed to implement State and local improvement, if any.

NCLB programs, SED Improvement grants, C4E, TASC Shorefront Y, and Family Literacy CBO services are coordinated by the administration for the seamless integration of State and Local services and programs.

3. Instruction by highly qualified staff.

The Administration has gone to great lengths to ensure that all of our teachers have been certified in their areas of instruction. Title I set-aside money is available for this endeavor.

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.

Teachers and other staff have experienced professional development opportunities to support differentiated instruction, the implementation of new learning strategies into instructional practices, research methods, school enrichment models, and ELL training. Much of the development occurs during faculty conferences, grade conferences, inquiry team meetings, Chancellor's Professional Development days, and individual conferences with supervisors and coaches. Coaches have offered lunch and learn opportunities for interested teachers. A School Based Option approved by staff will allow an additional 37.5 minutes weekly to analyze data, continue inquiry team work, and participate in ongoing professional development. We have hosted annual Parent Curriculum Conferences, encouraged continued parent participation in the School Leadership Team. Our Parent Coordinator has provided parent workshops based on the assessed needs of the parents. These workshops have included ARIS Parent Link, parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home. In addition, weekly parent newsletters are sent home at each grade level to inform them of curriculum and ongoing activities occurring in their child's classroom.

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

100% of our staff is highly qualified.

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

P.S. 225's policy is designed to keep parents actively involved in their school community. We encourage our parents to participate on The

School Leadership Team, the Parents Association and Parent Advisory Council. We invite our parents to attend parent teas, student assemblies, concerts, and school field trips, in the hope of developing positive attitudes toward the school community as a whole.

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.

Going from a familiar environment to an unknown environment can be stressful on PreK students and their parents. These adjustments can be significantly lessened when teachers, administrators and parents work together. In attempts to achieve a smooth transition from an early childhood program to an elementary program teachers and administrators need to work together. The early childhood staff needs to prepare the parents and children for what will be expected of them in their new age appropriate setting.

Activities we have used to ease the transition for our early childhood students and families are:

- Children are made aware of what is expected of them in their new setting by providing opportunities to visit with Kindergarten classrooms prior to the start of the school year .
- Older siblings are invited into the classroom.
- Books in the classroom library introduce the theme of transition.
- Children and parents are encouraged to ask questions.
- Parents are encouraged to be an active members of our school community.
- We provide parents with information about the school in different languages.

We encourage ongoing communication and cooperation among educators and families. Throughout the year the school will facilitate opportunities to insure that the transition from an early childhood program to the local elementary school is successful.

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

This year all teachers are involved in the inquiry process through grade level professional learning communities in order to address the needs of student sub-groups. If the action research proves effective, we will use this information to improve our overall instructional program. If the School Based Option described in #4 is implemented during the 2010-11 school year, we will be able continue inquiry work during this weekly additional 37.5 minutes.

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.

See appendix I part B Description of Academic Intervention Services.

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.

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	X			580,960	X	Appendix 4
Title I, Part A (ARRA)	Federal	X			357,941	X	Appendix 4
Title II, Part A	Federal	X			134,326	X	Appendix 4
Title III, Part A	Federal		X		61,760	X	Appendix 2
Title IV	Federal			N/A	0		N/A
IDEA	Federal	X			577,098	X	Appendix 4
Tax Levy	Local	X			5,947,244	X	Section VI

¹**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.

²**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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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.

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. N/A

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

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: N/A
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program; N/A

5. Provide instruction by highly qualified teachers; N/A

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

7. Provide strategies to increase parental involvement; and N/A

8. Coordinate and integrate Federal, State and local services and programs. N/A

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

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

NCLB / SED STATUS:

SURR 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. N/A

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. N/A

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. N/A

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

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. N/A

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.) 0
2. Please describe the services you are planning to provide to the STH population.N/A

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. K225 - The Eileen E. Zaglin					
District:	21	DBN:	21K225	School		332100010225

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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	37	36	34		91.3	92.9	92.8
Kindergarten	104	94	93				
Grade 1	89	87	94	Student Stability - % of Enrollment:			
Grade 2	101	86	80	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	89	94	89		91.4	90.1	92.6
Grade 4	101	91	97				
Grade 5	84	96	90	Poverty Rate - % of Enrollment:			
Grade 6	67	83	95	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	124	88	87		66.5	82.3	82.3
Grade 8	127	148	99				
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		7	17	9
Grade 12	0	0	0				
Ungraded	1	7	3	Recent Immigrants - Total Number:			
Total	924	910	861	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					62	33	12

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	38	19	21	Principal Suspensions	40	6	8
# in Collaborative Team Teaching (CTT) Classes	71	76	81	Superintendent Suspensions	8	2	2
Number all others	59	58	49				

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	1	TBD	Number of Teachers	88	88	84
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	27	31	12
# receiving ESL services only	412	412	TBD				
# ELLs with IEPs	3	78	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	18	17	35

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
	1	1	4	% fully licensed & permanently assigned to this school	100.0	98.9	100.0
				% more than 2 years teaching in this school	75.0	75.0	91.7
				% more than 5 years teaching anywhere	64.8	71.6	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	90.0	94.0
American Indian or Alaska Native	0.3	0.4	0.5	% core classes taught by "highly qualified" teachers	99.3	99.5	100.0
Black or African American	3.6	3.3	3.0				
Hispanic or Latino	28.7	30.1	32.6				
Asian or Native Hawaiian/Other Pacific	17.1	17.3	18.2				
White	49.8	48.1	45.6				
Male	53.8	53.1	54.7				
Female	46.2	46.9	45.3				

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

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	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	v	v				
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
Student groups making	7	7	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	62	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	6.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	38					
<i>(Comprises 60% of the</i>						
Additional Credit:	9.3					

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 107 Scala	District 21	School Number 225	School Name Eileen E. Zaglin
Principal Mr. Montebello		Assistant Principal Mrs. Maisonett, Mr. Cosmai	
Coach Mrs. Calabrese		Coach Mrs. Halperin	
Teacher/Subject Area Mrs. Lombardi (ESL Teacher)		Guidance Counselor Mr. Rodriguez	
Teacher/Subject Area Mrs. Nigro (ESL Teacher)		Parent Joshua Lichtenstein	
Teacher/Subject Area Miss Finegold (ESL Teacher)		Parent Coordinator Mrs. Mezhibovsky	
Related Service Provider Mrs. Erickson (ESL Teacher)		Other Mrs. Levine	
Network Leader		Other Miss Scala , Mr. Farooqi (ESL)	

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	6	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	993	Total Number of ELLs	341	ELLs as Share of Total Student Population (%)	34.34%
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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.

1. Parents/guardians of all new entrants are given a Home Language Identification Survey to complete as part of the registration process. This survey determines English LAB-R (Language Assessment Battery-Revised) eligibility. If the HLIS indicates the home language is other than English, one of the fully certified ESL teachers or a bilingual pedagogue who are part of the intake team, will conduct an informal interview in their native language, where applicable and in English. The members of the intake team are Mrs. Lombardi (ESL teacher), Mrs. Erickson (ESL Teacher), Mrs. Nigro (ESL Teacher), Miss Scala (ESL Teacher), Mr. Farooqi (ESL Teacher) and Miss Finegold (ESL Teacher). Initial screenings and the informal oral interviews in English and in the native language are conducted by certified ESL teachers with the help of qualified interpreters which may include bilingual staff or an interpreter from the Translation Unit, via phone as needed. If the Home Language Survey and interview process show that the child may be eligible for ESL services, then we proceed to step two. In step two, within ten days of enrollment, an initial assessment (LAB-R) is administered by one of our six licensed ESL teachers listed above. Students that score at the beginner, intermediate or advanced level are then identified as Limited English Proficiency (LEP). Spanish speaking students who do not receive a level of proficiency on the English LAB-R are also given the Spanish LAB. At this stage of the LEP Identification Process, students are placed in the appropriate program. When a student is determined to be entitled to receive ESL services, entitlement letters are sent home in the home language indicated on the HLIS. The letter explains the available programs and invites parents/guardians to an orientation where further information in their Home Language is provided. To determine the continued need for ESL services, all ELLs are annually administered an exit exam, the New York State English as a Second Language Achievement Test (NYSESLAT). The results of the NYSESLAT determine the continuation or termination of services for ELL students. The NYSESLAT exam is given strictly in accordance with the directions contained in the teacher manuals for various grade levels. Students with modifications are administered the test strictly in accordance with the modifications to which they are entitled. The test materials are stored and locked in a secure location with access strictly limited to authorized personnel to ensure the integrity of the testing process. The test is administered in a timely manner in all four modalities (Reading, Writing, Listening and Speaking) to all ELLs and quality check procedures are put in place to double check for possible mistakes in bubbling student information on the answer grids as required. The information gathered from the exit exam will then be used for appropriate placement of those students who have not met proficiency levels for the following school year.

2. To ensure that parents understand the program choices, parent orientation meetings are presented by our six ESL teachers and the parent coordinator. An orientation meeting occurs within ten days of student enrollment during which parents are introduced to a description of the program choices available throughout the city. They are informed of the different ELL programs, Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language. A video is shown in their native language if available. If not, a translator will be provided. Parents are given a brochure in their home language, when available, comparing the three different program choices, and are given the opportunity to ask questions about ELL services. At the end of each orientation, a survey is handed out which gives the parents/guardians the opportunity to select one of the three programs. This form confirms that the parents/guardians have received all of the necessary information and they have selected the appropriate ELL program for their child. Identified ELLs are placed in available instructional programs on the basis of choices made by parents/guardians on the Program Selection forms. If parents select Dual Language or TBE, they are given information on the schools that offer these programs and on the Office of Enrollment, where they can go to request a transfer to one of the schools with such programs, if they so desire.

3. The ESL Coordinator ensures that all required forms and letters are sent home to parents, and returned when required. Once a child becomes proficient on the NYSESLAT, Non-Entitlement letters are sent home to notify the parents that their child has become proficient and is no longer entitled to receive ESL services. Entitlement and continuous entitlement letters are sent home to all ESL students to inform their parents that they will be receiving ESL services. Program selection forms distributed and collected at the parent orientation. The forms are copied and placed in the child's cumulative folder as well as on file in the main office. For parents/guardians who can not come to a scheduled orientation, repeat meetings are held after prior notification. If parents/guardians still can not come to an orientation, various attempts are made to meet with the parent at a time that is convenient for them. If a parent still does not attend an orientation, or can not be reached, a letter is sent home informing them that the Transitional Bilingual Program will be their default program of choice. The ESL coordinator keeps records of who has not returned their survey through an ATS report

(BEDC). Family assistants are also sent the students' homes in an attempt to communicate with parents. If parents have not returned their forms, their program choice is entered as Transitional Bilingual. If fifteen students in two consecutive grades who speak the same language chose Transitional Bilingual, a bilingual class must be formed. The ESL Coordinator reviews program choice forms every three months to monitor whether there is a need to create a Transitional Bilingual or Dual Language class. To date, this has not occurred in our school.

4. There is one class in each grade in which ELLs are placed and receive push-in ESL services. This is a heterogenous class comprised of native English speakers and ELLs of varying levels. Once a student has been identified as an ELL they are placed in their appropriate grade level with native English speakers and other ESL students and begin receiving ESL services immediately.

5. After reviewing Parent Surveys and Program Selection Forms in our school for the past several years we notice a consistent trend towards the Freestanding ESL program. The data from the 09-10 BESIS is as follows:

	No Survey Returned or TBE	Dual Language	ESL
K	7	0	51
1	5	0	47
2	2	0	20
3	2	2	36
4	0	1	31
5	0	0	20
6	0	0	28
7	3	0	24
8	12	0	41

6. The program model offered at our school is Freestanding ESL which is in accordance with parent requests. The total number of parents who have selected Bilingual, TBE or who have not returned the forms have not totaled 15 students who speak the same language in 2 consecutive grades. The ESL Coordinator reviews program selection forms every 3 months to ensure that our records are kept up to date and to determine whether or not there is a need to begin a Dual Language or TBE program.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	6	6	6	6	6	6	4	5	5					50
Total	6	6	6	6	6	6	4	5	5	0	0	0	0	50

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	341	Newcomers (ELLs receiving service 0-3 years)	274	Special Education	57
SIFE	3	ELLs receiving service 4-6 years	57	Long-Term (completed 6 years)	10

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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
ESL	<input type="text"/> 274	<input type="text"/> 3	<input type="text"/> 29	<input type="text"/> 57	<input type="text"/>	<input type="text"/> 23	<input type="text"/> 10	<input type="text"/> 0	<input type="text"/> 5	<input type="text"/>	341
Total	<input type="text"/> 274	<input type="text"/> 3	<input type="text"/> 29	<input type="text"/> 57	<input type="text"/> 0	<input type="text"/> 23	<input type="text"/> 10	<input type="text"/> 0	<input type="text"/> 5	<input type="text"/>	341

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

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
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	
	EL L	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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	18	24	11	14	11	15	14	5	5					117
Chinese	2	1	1	1	1	1	0	0	1					8
Russian	23	27	12	17	12	11	9	12	12					135
Bengali				1	1									2
Urdu	6	5	6	2	6	9	4	4	6					48
Arabic		2	0	0	2	0	3	1	0					8
Haitian														0
French						1	1							2
Korean														0
Punjabi	1													1
Polish					1									1
Albanian			1		2			1						4
Other			2	2	3	1		3	4					15
TOTAL	50	59	33	37	39	38	31	26	28	0	0	0	0	341

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.

P.S. 225s ELL population consist of 341 students which is 34.34% of our total student population. Our student population is comprised of 117 Hispanics, 8 Asians, 136 Russians, 2 Bengali, 48 Urdu, 8 Arabic, 2 French, 1 Punjabi, 1 Polish, 4 Albanian and 15 languages other than those stated above.

1a. Our ESL Department practices the push-in/pull-out model for our entire ELL population. This allows the classroom teachers to communicate with ESL teachers to discuss lesson planning and adjust their instruction accordingly. The ESL teachers mirror what the classroom teacher is doing using scaffolded instruction and ESL methodologies such as visual aides, vocabulary development, and total physical response (TPR).

1b. P.S. 225 utilizes the heterogeneous model of programming. All ELLs of the same grade are placed in the same class, regardless of proficiency level, among native speaking students. This allows for the ESL teachers to serve all ELLs pushing in to each class. Within

each class, both classroom teacher and ESL teacher will group the students according to proficiency level, as necessary and provide appropriate differentiated instruction.

2a. The ESL staff adheres to the NYS CR Part 154 Regulations to ensure that the mandated number of instructional minutes is provided to the ELLs according to their proficiency levels in each classroom. Beginner and intermediate level students receive at least 360 minutes (eight periods) of ESL support per week. Students that are on an advanced level receive at least 180 minutes (four periods) per week. Each period consists of 50 minutes. However, as our ESL teachers are pushing in to classes containing ELLs between 4 and 6 periods each day, all ELLs have receive support and services beyond the periods required.

3. All ESL teachers deliver instruction to ELLs in English. Content and language objectives are clearly written for the students and the students are aware of their individual benchmark goals. Teachers choose content concepts that are age appropriate keeping in mind the educational background level of the students. Teachers use supplementary materials such as graphs, models/manipulatives and visual aids, to ensure that content areas are taught at the levels of student proficiency. Teachers also plan meaningful activities that incorporate lesson concepts providing opportunities for listening, speaking reading and writing. Teachers identify various ways to assess our students' progress using data such as, LAB-R, NYSESLAT, ELL Periodic Assessments, NYS ELA, NYS Math, Interim, Predictive and Informal Assessments to identify students' preferred learning styles, strengths and weaknesses and individual learning needs.

4a. All ELLs are screened to see if they are SIFE (Students with Interrupted Formal Education). Home Language Surveys and prior school records are analyzed to determine the level of proficiency in student's native language. Student and parent interviews are conducted when necessary. Once a student is identified to be SIFE, he or she is immediately assessed using current and past indicators, LAB-R and NYSESLAT test scores, classroom tests, grades, observable classroom performance, and articulation with the classroom teacher. These students begin to receive targeted intervention services. In addition, in grades 3-8, SIFE students are encouraged to attend our 37 ½ minute Extended Day Program where they receive extra support in academic areas in small group settings. Furthermore, the school has a bilingual psychologist on staff as well as a bilingual parent coordinator and bilingual staff members to provide translation support services to students and families.

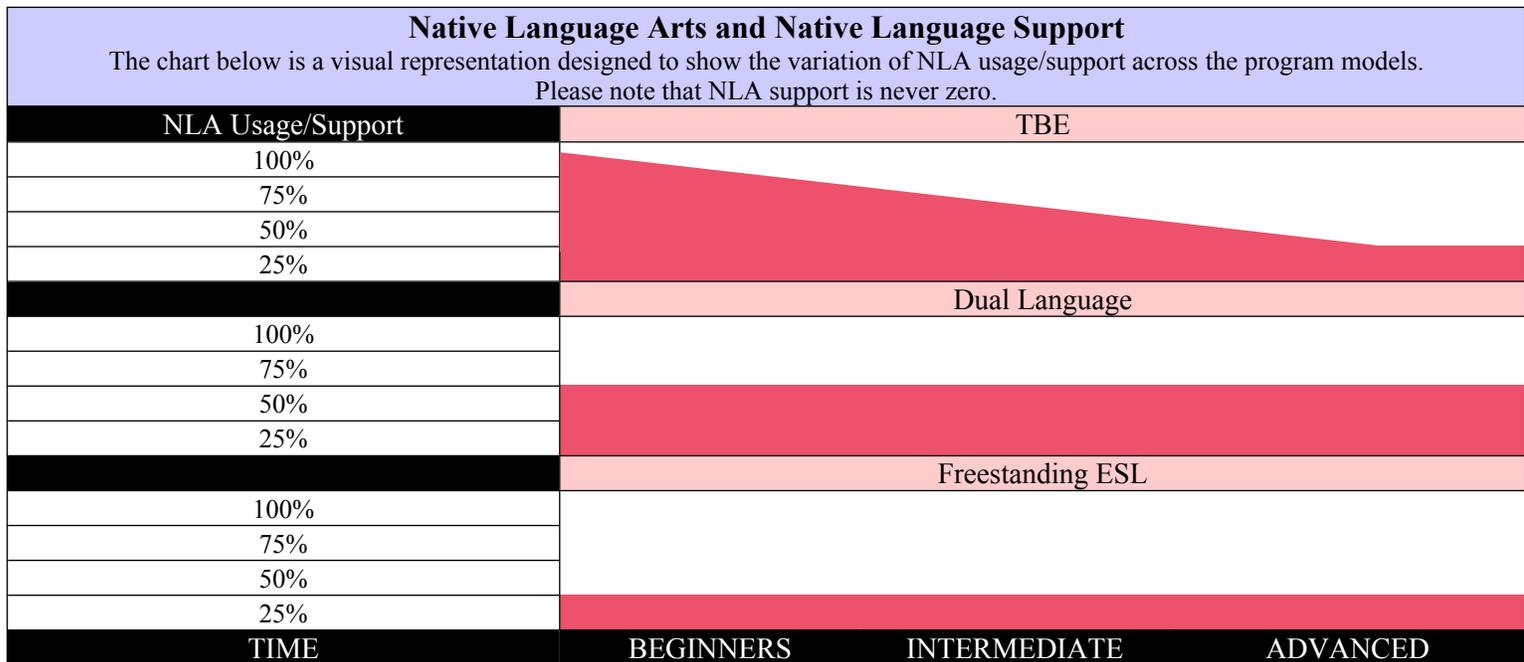
4b. Newcomers are placed in heterogeneous classes with ELLs and native speakers of English and receive push-in ESL services 2 periods per day. Our plan for newcomers (less than three years) consists of teaching English to those who speak other languages. They will learn for both academic and social purposes. We teach through meaningful interactions where newcomers will explore concepts and ideas at a rate that reflects their level of English proficiency and academic readiness. The ESL teachers engage newcomers by using a variety of visuals, modifying difficult tasks and peer tutoring. The language experience approach is also used to help with reading instruction based on activities and stories developed from personal experiences of the students. Our goal is to have students recognize the role of reading and the importance of language. We keep language comprehensible yet challenging. We ensure that our newcomers receive specialized instruction which allows literacy development for preparation of the NYS exams. Due to our desire to best prepare our students for success in high school and beyond, we have an eighth grade newcomer self-contained class in which they are taught in English by highly qualified subject area teachers and are also being supported by a fully licensed and certified ESL teacher in their core subject areas. This is in addition to their 360 minutes of mandated ESL. The primary goal is to quickly improve the listening, reading, speaking and writing skills of these ELL students through an intensive language development program.

4c & d. P.S. 225's plan for ELLs who have been receiving services for four to six years and those who have completed six years, is to encourage them to attend our Extended-Day Program. The program allows both classroom and ESL teachers to target the student's weakest modality (based on NYSESLAT results) and provide instruction or review of instruction in smaller groups. After-school enrichment programs provide text in student's native language for classroom use. P.S. 225 partners with The Shore Front YM-YWHA of Brighton-Manhattan Beach. The Family Literacy Program provides instruction for parents and their children to improve literacy skills. The skills are taught through theme based readings, learning games, field trips and projects. The program offers Adult English as a Second Language (ESL), Children's ESL, Parent Resource, Parent and Child Together (PACT) and Toddler classes. The program consists of ten hours of instruction each week plus two hours of take home activities.

4e. Our ELLs with special needs (depending on their IEPs) are assigned paraprofessionals or placed in appropriate settings allowing them to learn appropriately. Paraprofessionals assist the teachers in helping the students to learn successfully at their own pace. Those with IEPs receive all the necessary services and accommodations that the IEP dictates.

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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. Selected students receive Academic Intervention Services (AIS) in addition to the mandated ESL services. Additional support may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary), alternate reading text, and scaffolded writing activities. AIS also provides remedial math and ELA intervention by certified teachers. In the Pre-K, Kindergarten and 1st grade Wilson Core program is being implemented. An early childhood teacher services at risk first grade students. In the 2nd and 3rd grades, Foundation Intervention is utilized for those in need of targeted interventions. The Just Words intervention program is utilized in the 4th through 7th grade. Resource room is provided five periods a week for students in need of academic support by the Special Education Teacher Support Services (SETSS). All classes are taught in English, however, native language materials are provided to all classroom teachers and are available in the ESL office.

6. The plan for continuing transitional support for Former ELLs will be provided by Title I services during class time and extended-day. Students will continue to receive extended time on all NY State exams for two years after reaching the level of proficiency on the NYSESLAT. They will also receive Academic Intervention Services in small groups that can help the students sustain their proficient skills.

7. New programs being offered for the upcoming school year are targeted for parents of ELL students. The library now provides open access to parents during the school week. Parents will have access to the library-media; computer programs and support from the librarian and the staff. The library's web-site offers instructional support and reading materials in native languages.

8. There are no ELL programs or services that will be discontinued this 2010-2011 academic year.

9. ELLs are afforded equal access to all school programs. All ELLs are encouraged to attend after-school programs where they are encouraged to buddy up and socialize with peers in their native language to promote social academic growth and self esteem. The Shore Front Y after-school program provides homework assistance in math, reading, and school enrichment model programs such as theater, dance, art, scrapbooking, sewing, etc. During extended day, teachers (including ELL teachers) work in small groups on English Language Arts and Mathematics skills.

10. At P.S. 225, technology is used in every classroom. Teachers use SMART Boards to present mini-lessons and to research interesting topics. Laptops carts are available for each classroom. A NYS certified Computer Specialist as well as trained classroom teachers, assist students with computer skills. A plethora of computer resource programs are available. Our ESL resource center is equipped with a LeapPad Library, a Leapster Portable Technology Center, and a LeapTrack Assessment and Instruction System, which is accessible to teachers and students as needed. Our state of the art school science lab is well equipped with the latest technological equipment.

11. Native language support is delivered to our Freestanding ESL program with materials such as dictionaries, novels, picture books, Versa Tiles and visual aids. ELLs are encouraged to buddy up and interact with others who speak the same home language and can assist and translate for them. Bilingual teachers, school aides, and other staff members also interact with students in their native language. Based on NY State testing guidelines, ELLs are given the opportunity to use a translated version of the NY State Math, Science, and Social Studies exams and glossaries.

12. We ensure that resources such as classroom libraries and software used are appropriate for the age and grade level of our ELLs. All ESL teachers deliver instruction to ELLs in English. Content and language objectives are clearly written for the students and the students are aware of their individual benchmark goals. Teachers choose content concepts that are age appropriate keeping in mind the educational background level of the students. Teachers use supplementary materials such as graphs, models/manipulatives and visual aids, to ensure that content areas are taught at the levels of student proficiency. Teachers also plan meaningful activities that incorporate lesson concepts providing opportunities for listening, speaking reading and writing. Teachers identify various ways to assess our students' progress using data such as, LAB-R, NYSESLAT, ELL Periodic Assessments, NYS ELA, NYS Math, Interim, Predictive and Informal Assessments to

identify students' preferred learning styles, strengths and weaknesses and individual learning needs.

13. To assist newly enrolled ELLs, we encourage them to attend our non-mandated Title III Summer Enrichment Program. This program is taught by fully licensed ESL teachers. The goal of this program is to improve English language proficiency and advance content area learning as well and contextualized vocabulary and language development and academic achievement. This program also offers parental involvement activities.

14. At this time we do not offer any language electives

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)?

N/A

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.

1. Professional development is differentiated and ongoing throughout the school year to the staff of P.S. 225, a school in which, due to the large percentage of ELLs, all teachers are teachers of ELLs and/or former ELLs. Training on scaffolding instruction for ELLs is given throughout the year to incorporate ESL strategies in all subject areas. Additional support is given to enhance differentiated instruction, teaching reading and writing skills, transitioning students to English proficiency, aligning classroom rubrics and ESL rubrics together and working with newcomers. Consistent articulation is a standard practice between the ESL and classroom teachers. Teachers participate in RTI professional development, including training in Wilson Foundations and Just Words. All teachers, including ESL members attend weekly grade conferences held by their assistant principal for the grades that they service. They also have monthly professional meetings with the Principal, reading and math coaches. Curriculum, instruction, assessment and student work are discussed at these meetings. ESL teachers meet regularly with the teachers in whose classes they push-in to plan for ESL methodologies to use in their lessons, creating an environment for language acquisition in their classroom, identifying the stages of language acquisition, including newcomers in all classroom lessons, encouraging ELLs to participate, various ways to assist newcomers/beginners, program placement, testing, mandates, and grading ELLs.

ESL teachers have been trained by Imagine Learning English for struggling readers. Miss Finegold (ESL teacher) participated in a webinar on ESL Strategies presented by Janice McMaster, on September 14, 2010 and a workshop on the development of a quality ELL program and a well-conceived language allocation policy on October 21, 2010. ESL teachers meet on a regular basis to discuss the progress of their students and share instructional strategies and resources. From December 2010 to June 2011, the six ESL teachers will meet as a learning community with the ESL Instructional Coaches from Children First Network 107 to discuss readings, analyze and discuss student work, data, and instructional practices.

2. The ELL staff and the counseling office of P.S. 225 provides a sound transition for our middle school ELL population. We are a K-8 school and the majority of our ELL's continue onto 6th, 7th, and 8th grade. We support the Open Door Policy here at P.S. 225. Families that have questions involving high school admissions are always answered. We offer information and counseling in their native tongue to alleviate any anxieties and inquires the families and students may have. Details that would help the students educationally and emotionally, we can suggest outside services in their native tongue. Additionally, P.S. 225 has found a peer-tutoring, after-school program and academic support that make a smooth transition possible for all students. ESL teachers work to make all staff aware of the supports

available in the school and community to assist students and families.

3. To ensure that all staff, grades pre-kindergarten through grade eight, had received their 7.5 hours of ELL training as per Jose P., PS 225 contracted WestEd in 2009 to provide training on Quality Teaching for English Language Learners (QTEL). It focused on developing students' abilities to read, discuss, and write academic text in English as part of their rigorous academic instruction. Additional ELL training is provided at grade meetings and monthly ESL/academic interventionist staff meetings to ensure compliance of the 7.5 hours of new staff.

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?

1. Parent involvement is a priority at P.S. 225. Parents are encouraged to become actively involved in our school by having the opportunity to join the Parent Teacher Association (PTA). At P.S. 225 we have an open door policy which allows parents to communicate with their child's teacher when needed to discuss the needs of the child to help them grow academically and socially. There are set times for parents to utilize our library media center. This parent resource program will meet the needs of the parents by allowing them to have access to literature and computer programs especially designed for ELLs.

2. P.S. 225 partners with the Shorefront YM-YWHA of Brighton-Manhattan Beach. The Family Literacy Program provides instruction for parents and their children to improve literacy skills. The program offers Adult English as a Second Language (ESL), Children's ESL, Parent Resource, Parent and Child Together (PACT) and Toddler classes. The program consists of ten hours of instruction each week plus two hours of take home activities.

3. Our communication with parents is an ongoing process throughout the year through classroom orientations, Parent Teacher Conferences and personal contact by telephone and letters, which affords us information about the families' needs. The results of the school's Learning Environment Survey are also analyzed for parental feedback and information on satisfaction and needs.

4. Parents are provided all available information about various programs and activities at our school in the language they understand in order to help them make an informed choice. We also help parents register for these programs and guide them through the process. The feedback we receive from an initial parent survey in September is kept in each student's cumulative file and copies are kept in the main office. These surveys, as well as additional contacts and feedback from the Department of Education Learning Environmental Survey, help us evaluate the needs of the parents. General issues and concerns are discussed at monthly ESL staff 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)	30	10	11	1	5	4	5	1	7					74
Intermediate(I)	33	8	8	18	8	15	8	10	11					119
Advanced (A)	1	15	15	8	22	13	12	9	6					101

Total	64	33	34	27	35	32	25	20	24	0	0	0	0	294
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	0	0	3	1	3	0	0					
	I	2	2	3	0	4	0	7	4					
	A	18	16	15	14	11	11	4	5					
	P	41	30	16	27	28	18	20	15					
READING/ WRITING	B	27	10	2	4	4	5	1	8					
	I	30	8	20	8	14	9	7	11					
	A	1	12	11	23	13	12	11	5					
	P	4	18	1	9	13	6	12	10					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	16	5	1	30
4	14	10	3	0	27
5	10	8	1	0	19
6	3	8	4	0	15
7	9	6	0	0	15
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	4		16		14		3		37
4	4		22		4		1		31
5	1		10		10		3		24
6	2		5		11		2		20
7	6		13		5		0		24
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	3		9		10		3		25
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	10		2		8		1		21
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)								

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.

1. Teachers identify various ways to assess our students' progress using data such as, LAB-R, NYSESLAT, ELL Periodic Assessments, NYS ELA, NYS Math, ECLAS, Acuity Predictive and Informal Assessments to identify students' preferred learning styles, strengths and weaknesses and individual learning needs. ELL teachers also work with classroom teachers to establish students' reading levels using resources like Fountas and Pinnell and DRA Assessments. We use this assessment data to target into each child's strengths and weaknesses at a more specific level. For instance, in Acuity, we are able to identify the specific skill that the child needs the most intervention with. From there, we then begin to create DYOs (Design Your Own) assessments where we then work with the child in a small group setting to meet their individual needs. We use ECLAS as an assessment tool to assess the early literacy skills of our ELLs. It includes all the different components of literacy such as phonemic awareness, phonics, decoding, alphabet recognition/writing, spelling, vocabulary, listening and writing. The students are expected to achieve the given benchmarks at their grade levels until they test out of ECLAS. The cumulative data from the forementioned assessments is what drives our instructional plan for our ELLs. The data helps us differentiate our instruction and grouping for our students. We are able to evaluate, give targeted assistance and achieve progress.

2. 40% percent of our ELLs are at the intermediate level and 34% at the advanced level. Among Kindergarten ELLs, only 1 student is at the advanced level and almost half are beginners. In 1st through 8th grade, however, most ELLs are intermediate or advanced. In the 1st and 2nd grade, about a third are beginners, but the percentage of beginners is much lower in all the other grades. In fact, in the 4th grade, 63% are advanced. The results of the 2009-2010 ELA exam indicate that 8 out of 30 third grade ELLs scored a level 1, 16 scored level 2, 5 level 3 and 1 student scored a level 4. There were a total of 27 fourth grade ELLs who took the ELA exam. 14 scored at level 1, 10 at level 2, 3 at level 3 and 0 at level 4. A total of 19 fifth grade ELLs took the ELA exam. 10 scored at level 1, 8 scored at level 2 and 1 at level 3. Out of the total 15 sixth grade ELLs who took the ELA exam, 3 scored at a level 1, 8 scored at level 2 and 4 at level 3. The seventh grade had 15 ELLs who took the ELA exam 9 scored a level 1 and 6 scored level 2. This data demonstrates that the majority (86.7%) of our ELLs scored at a level 1 or 2. However, 74% are intermediate or advanced. This demonstrates that our ELLs are in need of more targeted assistance to acquire the skills necessary to achieve in the ELA exam.

3. In 2010, 69 of the 423 (16.31%) ELLs passed out, obtaining a Proficient score. In the 1st grade, 5 were proficient. In the 2nd grade, 16 were proficient, In the 3rd grade, 1 student scored proficient. In the 4th grade, 9 were proficient, In the 5th grade, 12 were proficient. In the 6th grade, 7 were proficient. In the 7th grade, 9 were proficient. In the 8th grade, 10 students were proficient. Of all of these 69 students who became proficient in 2010, had been either advanced or proficient in the listening/speaking modality, with the exception of 4 who were beginners in this modality, the previous year, all fourth graders, and three who had been intermediate in this modality, one in the 2nd grade, and the other two being 8th graders.

After analyzing the patterns from the 2010 NYSESLAT results we discovered that in grades K- 8, Speaking/Listening was the highest scored modality. The weakest modality in all grades was writing/reading. Patterns across NYSESLAT modalities indicate the necessity to modify and strengthen instruction in the weakest modalities. Overall, 69 students tested as proficient in the Spring 2010. We will continue

4. The ELL Periodic Assessment has become a valuable tool to determine the progress of ELLs. All eligible ELLs take the ELL Periodic Assessment numerous times a year. Results are analyzed to determine current student strengths and weaknesses which help teachers plan instruction and tailor instruction to the individual needs of their students. This helps the students determine what goals they have to set to improve. The results are shared with our school leadership team, classroom teachers, and related service providers. The analysis of the test results will illuminate any differences between student classroom performances and test scores. The results allow teachers to recognize students test taking skills and analyze their situations before standardized exams and give teachers the opportunity to prepare ELLs effectively.

5. At this time, we do not offer Transitional Bilingual or Dual Language programs, however, ELLs do take tests in their native language, upon request and where applicable. 4. Based on NY State testing guidelines, ELLs are given the opportunity to use a translated version of state Math, Science and Social Studies exams. Students who speak and read in a language that is not one of the translated languages provided by the state are given the opportunity to use a bilingual glossary published by the Department of Education.

6. The success of our ESL program is evaluated regularly based on NYSESLAT scores, improvement and progress in proficiency level, as well as student scores in all state assessments and grades. The ELL Periodic Assessment has become a valuable tool to determine the progress of ELLs. All eligible ELLs take the ELL Periodic Assessment numerous times a year. Results are analyzed to determine current student strengths and weaknesses which help teachers plan instruction and tailor instruction to the individual needs of their students. This helps the students determine what goals they have to set to improve. The results are shared with our school leadership team, classroom teachers, and related service providers. The analysis of the test results will illuminate any differences between student classroom performances and test scores. The results allow teachers to recognize students test taking skills and analyze their situations before standardized exams and give teachers the opportunity to prepare ELLs effectively. Historically, Brooklyn has been the hub of immigrant population coming to New York. Immigrants from almost all over the world come to Brooklyn and reside here. The Brighton Beach community, where our school is located, attracts a sizable number of immigrant population. The mosaic of different languages and cultures that the immigrants come from is reflected in our student population. Our students speak over 30 different languages, such as Tagalog, Serbo-Croatian, Punjabi, Hindi, Urdu, Russian, Uzbek, etc. This presents tremendous challenges for teachers to plan instruction taking care of the needs of individual students, moreso, when a majority of them have never been exposed to the English language or are not sufficiently literate in their own native language. Our ELL instruction constantly strives to accommodate the needs of every student for maximum progress. Our instruction is evolving and under constant review with the ELL faculty in consultation with our supervisors and classroom teachers. The success of our instruction is measured against the achievement of monthly goals for each student. Our school received an A rating for the previous academic year (2009-2010) which speaks to the effectiveness of our instructional plan and what we strive to achieve on a daily basis.

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		