Department of Education

ALFRED DE B. MASON SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (21/ K/ 226)
ADDRESS: 6006 23 AVENUE BROOKLYN, NEW YORK 11204
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 226 **SCHOOL NAME:** Alfred De B. Mason

SCHOOL ADDRESS: 6006 23 Avenue, Brooklyn New York 11204

SCHOOL TELEPHONE: 718-256-1118 **FAX:** 718-256-0384

SCHOOL CONTACT PERSON: Sherry Tannenbaum **EMAIL ADDRESS:** STannen2@ schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Melissa Braun
PRINCIPAL:	Sherry Tannenbaum
UFT CHAPTER LEADER:	Nancy Hoovis
PARENTS' ASSOCIATIONPRESIDENT:	Maria Mammolitti
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** 605

NETWORK LEADER: Wendy Karp

SUPERINTENDENT: Isabel DiMola

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 indicatestheir participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Sherry Tannenbaum	*Principal or Designee	
Nancy Hoovis	*UFT Chapter Chairperson or Designee	
Maria Mammoliti	*PA/PTA President or Designated Co-President	
Carol Nagi	Title I Parent Representative*(suggested, for Title I schools)*	
	DC 37 Representative, if applicable	
	Student Representative*(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Melissa Braun	Member/Chairperson	
Amanda Lestz	Member/Teacher Special Educartion	
RoseAnn Provato	Member/Secy	
ToniAnn Trovato	Member/Teacher Middle School	
Dena Kuehne	Member/Parent	
Ann Mammoliti	Member/Parent	
Joanne Deng	Member/Parent	
Vita Gala	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 226, an Architecturally Barrier Free (ABR), Title 1 School is located in Bensonhurst, Brooklyn. It is a Pre-K through grade 8 school that services approximately 886 students. The school community is compromised of a continuously changing and diverse, multicultural population. 20.5% of our student population is special education. 32% of our population is English Language Learners (ELLs). Our staff is comprised of 81 certified teachers and 38 paraprofessionals. Approximately 86% of our teaching staff has completed a Masters Degree or higher level education. 82% of our staff has been teaching more than five years. 99% of our core classes are taught by highly qualified teachers. Our instructional philosophy is to implement school-wide the core curricula of reading, writing and mathematics.

Our instructional programs reflect our school goals: differentiated instruction, utilizing data to assess, plan and instruct and to incorporate writing in all curricula areas throughout our elementary and middle school. We accomplish these goals through professional development, professional study groups and collaborative team planning. The school's major focus is to use data, both summative and formative, to drive our instruction and improve student progress. This will ensure student success in the standards based instruction that we provide.

In the elementary grades there is one homogeneous class per grade that is targeted as an advanced class. The remaining classes are heterogeneously grouped with one Integrated Collaborative Teaching (ICT) class per grade, beginning in Kindergarten. The elementary school classes feed into Middle School Regents/Advanced Placement classes. Uniformity of instruction is implemented to allow for looping as our students go from the elementary grades to the middle school.

P.S. 226 collaborates with both Hunter College and Brooklyn College student teaching programs. Another one of our professional collaborations with the community includes Lincoln Center Institute. LCI offers our teachers professional development so that they can provide an aesthetic education to our students. The students create projects in the style of the artists they study. Our collaboration with Urban Advantage provides our 7th and 8th grade students and families with opportunities for science exploration at various cultural institutions.
We have been awarded two grants for the 2010-2011 school year. The 21st Century Grant will provide academic assistance and leadership skills development for our students in an after school setting. This program also provides a parent involvement component that is tailored to the needs of our community. We will continue the Positive Behavior Intervention System (PBIS) through the 2010-2011 school year, a program that was very successful during the 2009-2010 school year. Our second grant was Broadway Junior, a program that enables our school to create and maintain a theater program. We believe that the infusion of theater and added musical study into a student's academic plan will stimulate and enrich student learning and creativity. This musical theater program enables students to develop the tools and techniques applied to creating and experiencing works of art, honing into the literacy skills, creativity, imagination and the reflection on the process of creating, viewing, and performing in all areas of a production.

Our school offers Regents classes in 8th grade, CHAMPS, soccer, tennis, dance team, basketball, badminton, student government, advanced technology and an updated science lab. Students receive instruction in guitar, violin, chorus dance, strings and band. All students participate in a monthly performance seen by the entire school community.

SECTION III – Cont'd
Part B. School Demographics and Accountability Snapshot (SDAS)
Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics."Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Alfred De B. Mason School				
District:	21	**DBN #:**	21K	**School BEDS Code:**	332100010226

DEMOGRAPHICS									
Grades Served in 2009-10:	x Pre-K	x K	x 1	x 2	x 3	x 4	x 5	x 6	x 7
	x 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ Ungraded			

Enrollment:			
(As of October 31)	2007-08	2008-09	2009-10
Pre-K	54	64	63
Kindergarten	64	75	116
Grade 1	75	72	72
Grade 2	83	74	79
Grade 3	88	81	71
Grade 4	74	92	80
Grade 5	54	75	87
Grade 6	63	56	69
Grade 7	111	71	66
Grade 8	78	110	66
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Ungraded	23	18	26
Total	767	788	795

Attendance: *% of days students attended**			
(As of June 30)	2007-08	2008-09	2009-10
	92.7	93.7	TBD

Student Stability: *% of Enrollment*			
(As of June 30)	2007-08	2008-09	2009-10
	89.3	91.6	TBD

Poverty Rate: *% of Enrollment*			
(As of October 31)	2007-08	2008-09	2009-10
	73	71.1	84.8

Students in Temporary Housing: *Total Number*			
(As of June 30)	2007-08	2008-09	2009-10
	0	24	TBD

Recent Immigrants: *Total Number*			
(As of October 31)	2007-08	2008-09	2009-10
	9	8	TBD

Special Education Enrollment:			
(As of October 31)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	53	51	63
No. in Collaborative Team Teaching (CTT) Classes	36	55	65

Suspensions: *(OSYD Reporting) – Total Number*			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	21	17	TBD

DEMOGRAPHICS							
Number all others	70	59	35	Superintendent Suspensions	7	2	TBD
These students are included in the enrollment information above.							
English Language Learners (ELL) Enrollment:				**Special High School Programs:** Total Number			
(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	0	7	30	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	187	161	178	**Number of Staff:***Includes all full-time staff*			
# ELLs with IEPs	0	20	82	(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.				Number of Teachers	73	74	TBD
				Number of Administrators and Other Professionals	32	32	TBD
Overage Students:*# entering students overage for grade*							
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	12	15	TBD
	1	1	TBD				
				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	100	100	100
American Indian or Alaska Native	0.3	0.4	0.4	Percent more than two years teaching in this school	68.5	77.0	TBD
Black or African American	2.5	2.4	1.9	Percent more than five years teaching anywhere	54.8	55.4	TBD
Hispanic or Latino	24.2	27.0	28.2				
Asian or Native Hawaiian/Other Pacific Isl.	28.9	28.9	27.7	Percent Masters Degree or higher	82	86	TBD
White	44.1	41.2	41.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.6	99.2	TBD
Multi-racial							
Male	55.4	52.9	52.1				
Female	44.6	47.1	47.9				

2009-10 TITLE I STATUS				
X Title I Schoolwide Program (SWP)	☐ Title I Targeted Assistance		☐ Non-Title I	
Years the School Received Title I Part A Funding:	**X2006-07**	**X2007-08**	**X2008-09**	☐**X 2009-10**

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY		
SURR School: Yes ☐ **No**X	**If yes, area(s) of SURR identification:**	
Designated as a Persistently Lowest-Achieving (PLA) School: Yes ☐ **No** X		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		

Differentiated Accountability Phase (Check ✓)		**Category (**Check ✓)		
		Basic	**Focused**	**Comprehensive**
In Good Standing (IGS)				
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	**Elementary/Middle Level**(✓)		**Secondary Level**(✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

Student Groups	**Elementary/Middle Level**			**Secondary Level**			
	ELA	Math	Science	ELA	Math	Grad. Rate**	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	✓	✓					

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
Other Groups							
Students with Disabilities	✓	✓					
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	7	7	✓ 1				

Key: AYP Status					
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√SH	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY				
Progress Report Results – 2008-09			**Quality Review Results – 2008-09**	
Overall Letter Grade	A		**Overall Evaluation:**	✓
Overall Score	90.9		**Quality Statement Scores:**	
Category Scores:			Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	10.8		Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	15.4		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	54.2		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	10.5		Quality Statement 5: Monitor and Revise	✓
Note: Progress Report grades are not yet available for District 75 schools.				

SECTION IV: NEEDS ASSESSMENT

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

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

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

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1. EARLY CHILDHOOD GRADES (K-2)

Data Sources Reviewed:

School Progress Report	Quality Review
Annual School Report Card	Inquiry Team Reports
Student Portfolios	Acuity
Classroom Performance	ARIS
Teacher Observations/Kidwatching	Pearson Successnet

1. EARLY CHILDHOOD GRADES (K-2)

Data Sources Reviewed:

School Progress Report	Quality Review
Annual School Report Card	Inquiry Team Reports
Student Portfolios	Acuity
Classroom Performance	ARIS
Teacher Observations/Kidwatching	
Pearson Success Net	

Implications for Instructional Program:

Based on our analysis of the data, teacher observation and classroom performance, the following are implications for our ELA instructional program for the 2010-2011 school year for grades K-2:

- Instructional strategies that have contributed to overall improved student achievement include the continuation of a 90-minute literacy block, daily writing activities, accountable conversations and word work.
- Ongoing professional development in Differentiated Instruction and Collaborative Team Teaching ensures that all learning needs are met.
- The utilization of Scott Foreman's Reading Street comprehensive reading program contributes to the overall improvement of E.L.A.

- The writing, spelling, grammar, usage and mechanics components of *Reading Street* are utilized to increase writing.
- Increased Collaborative Team Teaching classes and newly created teams have enabled our special education students to improve.
- All teachers are familiar with the current literacy teaching strategies based on best practices. Scientifically based research tells us there are seven habits of proficient readers: Making Connections, Determining Importance, Visualizing, Asking Questions, Inferring, Summarizing, Using Fix-up Strategies.
- Academic Intervention Services are provided to all students who are not meeting State Standards.
- Classroom libraries are established in every classroom. A variety of books in different genres to support the Balanced Literacy Program as well as books to motivate boys have been ordered.
- The Technology cluster helps to increase reading and writing in the Early Grades.
- Teachers investigate best practices for sustaining and accelerating the achievement of English Language Learners.
- Intensive professional development is provided in the following areas: Strategies for English Language Learners, Writing and Differentiated Instruction.
- The E.S.L. Teachers push-in to the classrooms in grades K-2 during guided reading to provide intensive small group instruction.
- The ELL component of *Reading Street* guides the teachers in instructing limited English Proficient students.
- Curriculum calendars are developed for each grade; opportunities for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the students. School-wide curriculum calendars are used to plan effective instruction based on the ELA standards.
- Teachers use data from Fountas and Pinnell, portfolios and other assessments to provide instructional emphasis on students' strength and weaknesses and to assist in the grouping of students.
- Incorporate Schoolwide Writing Initiative Program to enhance development of students writing.
- Use of technology such as *Smartboards*, *Elmos* and Promethean *ActivBoard* to prepare children for higher learning.
- Collaborative Inquiry provides professional development for all teachers to strengthen teacher's practices in differentiated instruction to ensure that all students are learning.

ENGLISH LANGUAGE ARTS GRADE 3
Data Sources Reviewed:

School Progress Report
Annual School Report Card
Acuity Predictive Assessment
Student Portfolio
Reading Street Assessment
Teacher-made/Grade Level Tests
Fountas and Pinnell
Quality Review
Inquiry Team Reports
Performance/Teacher Observations
NYS ELA Assessments
ARIS
DWA

Grade 3 Proficiency Rates:
All Tested Students:

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	13	15.5	28	33.3	36	42.9	7	8.3
2009	9	12.0	22	29.0	36	47.0	10	13.0
2010	6	9	21	29	33	46	11	16

Special Education Students:

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	7	43.8	9	56.3	0	0	0	0
2009	4	21	12	36.0	3	16.0	0	0
2010	5	28	6	33	5	28	2	11

ELL Students:

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	7	29.2	11	45.8	6	25.0	0	0
2009	6	26.0	9	39.0	8	35.0	0	0
2010	1	5	8	35	12	50	2	10

Summary of Data Analysis/Findings – Grade 3 ELA:

Analyses of Grade 3 ELA Assessment results over a three-year period, from 2008– 2010, indicate the following:

Results for **all students** tested indicate a decrease of 6.5% of students performing at Level 1(15.5 to 9%) an increase of 10.8 % (51.2 to 62%) of students performing at Level 3 and Level 4.

Results for **Special education students** indicate a decrease of 15.8% of students performing at Level 1(43.8% to 28.0%), an increase of 39% students performing at Level 3 and Level 4 (0% to 39%).

Results for **ELL Students** indicate a decrease of 24.2%(29.2 to 5%) of students performing at Level 1, an increase of 35% (25% to 60%) students performing at Level 3 and Level 4.

Student performance trends are as follows:

1. All students tested - There was a significant increase in students performing at proficiency and a significant decrease in students performing at a level 1.
2. Special Education students - There was a significant increase in students performing at proficiency and a significant decrease in students performing at a level 1.
3. ELL students - There was a significant increase in students performing at proficiency and a significant decrease in students performing at a level 1.

Greatest Accomplishment:

There were significant academic gains in our SWD as well as our ELL students.

Significant Aids or Barriers:

We will continue our CTT model due to great gains in our Special Education population. Administration made a conscience effort to match Collaborative teacher partnerships based on strength of teaching abilities. ELL teachers will continue to push into content area lessons, stressing vocabulary through the use of "juicy sentences".

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for Grade 3 students:

Instructional strategies that have contributed to overall improved student achievement include:

- Ongoing professional development in Differentiated Instruction and Collaborative Team Teaching ensure that all learning needs are met.
- The continuation of a 90-minute literacy block, daily writing activities and accountable conversations.
- The Reading Street program includes a grammar and spelling component as well as differentiation and ELL strategies.
- Increased collaborative team-teaching classes and newly created teams of teachers have enabled our special education students to improve.
- All teachers are familiar with the current literacy teaching strategies based on best practices. Scientifically based research tells us there are seven habits of proficient readers: Making Connections, Determining Importance, Visualizing, Asking Questions, Inferring, Summarizing, Using Fix-up Strategies.
- Academic Intervention Services are provided to all students who are not meeting State standards.
- Classroom libraries are established in every classroom. A variety of books in different genres, support the new Reading Street Balanced Literacy Program. Books for boys have been specifically ordered.
- School wide curriculum maps are used to plan effective instruction based on the ELA standards. Maps are developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers use data from the Acuity report, portfolios and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers reinforce literacy strategies during content area instruction.
- Teachers investigate best practices for sustaining and accelerating the achievement of English Language Learners.
- Intensive professional development is provided in the following areas: the writing initiative, on demand assessments, gender differences, ELL Strategies and Differentiated Instruction.
- Our library media center is updated and extended. Our school utilizes Smart Boards, *Elmos* and Promethean *ActivBoard* to enhance instruction on all grade levels and in all curriculum areas. Mobile carts (lap-tops) and projection carts are used to support and extend the infusion of technology in our instructional practices.
- Incorporate *Schoolwide* Writing Program to develop writing proficiency of our students.
- Use of new common core standards to provide a clear and consistent framework to prepare all students for college and the workforce. In addition, Common Core State Standards will provide teachers and parents with a common understanding of what all students across the country are expected to learn.

ENGLISH LANGUAGE ARTS GRADE 4
Data Sources Reviewed:

School Progress Report
Annual School Report Card
Acuity Predictive Assessment
Student Portfolio
Teacher-Made/Grade Level Tests
Reading Street Assessment
DWA
Quality Review
Inquiry Team Reports
Classroom Performance/Teacher Observations
NYS ELA Assessments
ARIS
Fountas and Pinnell

Grade 4 Proficiency Rates:

All Tested Students:

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	4	5.4	20	27.0	42	56.8	8	10.8
2009	8	9.0	20	22.0	53	58.0	10	11.0
2010	13	17	24	30	36	45	6	8

Special Education Students:

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	3	30.0	6	60.0	1	10.0	0	0
2009	4	21	21	47	6	32	0	0
2010	8	57	4	29	2	14	0	0

ELL Students:

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	4	23.5	7	41.2	6	35.3	0	0
2009	7	32	8	36	7	32	0	0
2010	9	40	11	45	2	10	1	5

Summary of Data Analysis/Findings – Grade 4 ELA:

An analysis of Grade 4 ELA Assessment results, over the three-year period from 2008 to 2010, indicates the following:

Results for **all tested students** indicate an increase of 11.6 % (5.4% to 17%) of students performing at Level 1, and a 14.6% decrease (67.6% to 53%) of students performing at Levels 3 and 4.

Results for **special education students** indicate a 27% increase (30% to 57%) of students performing at Level 1, and an increase of 4% (10% to 14%) of students performing on Level 3.

Results for **ELL students** indicate a 16.5% increase (23.5% to 40%) of students performing at Level 1, and a 20.3% decrease (35.3% to 15%) of students performing at Levels 3 and 4.

Student performance trends are as follows:

1. All students tested- there was an increase in students performing at Level 1 and a decrease in students performing at Levels 3 and 4.
2. Special Education students- show a significant increase in students performing at a Level 1. There was a decrease of students performing at Level 3.
3. ELL students- showed a significant decrease in students performing at a Level 3, and small academic gains in students performing at a Level 4. There was also a significant increase in students performing at a Level 1.

Greatest Accomplishment:

There was a small increase in ELL students performing at a Level 4.

Significant Aids or Barriers:

We will continue our CTT model due to increased progress and performance for our Special Education population. Administration made a conscience effort to match Collaborative teacher partner ships based on strength of teaching abilities.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for Grade 4 students:

- The continuation of a 90-minute literacy block, daily writing activities and accountable conversation.
- The Reading Street program includes a grammar and spelling component as well as differentiation and ELL strategies.
- Ongoing professional development in Differentiated Instruction and Collaborative Team Teaching ensure that all learning needs are met.
- Increased collaborative team-teaching classes and newly created teams of teachers have enabled our special education students to improve.
- All teachers are familiar with the current literacy teaching strategies based on best practices. Scientifically based research tells us there are seven habits of proficient readers: Making Connections, Determining Importance, Visualizing, Asking Questions, Inferring, Summarizing, Using Fix-up Strategies.
- Academic Intervention Services are provided to all students who are not meeting State standards.
- Classroom libraries are established in every classroom. A variety of books in different genres, to support the Balanced Literacy Program.
- School–wide curriculum maps are used to plan effective instruction based on the ELA standards. Curriculum maps are developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers use data from the Acuity report, portfolios and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers reinforce literacy strategies during content area instruction.
- Teachers investigate best practices for sustaining and accelerating the achievement of English Language Learners.
- Intensive professional development is provided in the following areas: writing instruction, on–demand assessments, Differentiated Instruction gender differences and ELL strategies.
- Our library media center is updated and extended. Our school utilizes Smart Boards, *Elmos* and Promethean *ActivBoard* to enhance instruction on all grade levels and in all curriculum areas. Mobile carts (lap-tops) and projection carts are used to support and extend the infusion of technology in our instructional practices.
- Incorporate *Schoolwide* Writing Program to develop writing proficiency of our students.
- Use of new common core standards to provide a clear and consistent framework to prepare all students for college and the workforce. In addition, Common Core State Standards will provide teachers and parents with a common understanding of what all students across the country are expected to learn.

ENGLISH LANGUAGE ARTS Grade 5

Data Sources Reviewed

School Progress Report	Quality Review
Annual School Report Card	Inquiry Team Reports
Acuity Predictive Assessment	Classroom Performance/Teacher Observations
Student Portfolio	NYS ELA Assessments
Unit/Teacher-Made/Grade Level Tests	ARIS
DWA	Fountas and Pinnell

Grade 5 Proficiency Rates:

All Tested Students

Year	#Level1	%Level1	#Level2	%Level 2	#Level3	%Level3	#Level4	%Level4
2008	0	0	9	16.1	46	82.1	1	1.8
2009	0	0	16	22.0	45	61	13	18.0
2010	6	7	33	37	37	42	12	14

Special Education Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	0	0	5	55.6	4	44.4	0	0
2009	0	0	5	56	3	33	1	11
2010	4	25	7	44	5	31	0	0

ELL Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	0	0	2	22.2	7	77.8	0	0
2009	0	0	7	54	6	46	0	0
2010	5	24	11	59	3	18	0	0

Summary of Data Analysis/Findings – Grade 5 ELA:
An analysis of Grade 5 ELA Assessment results over a three year period from 2008-2010, indicate the following:

Results for **all students** tested indicate an increase of 7% (0% to 7%) of students performing at Level 2, a 27.9% decrease (83.9% to 56%) of students performing at Level 3 and Level 4.

Results for **Special education students** indicate a 25% increase (0% to 25%) of students performing at a Level 1 and 13.4% decrease (44.4% to 31%) of students performing at a Level 3.

Results for **ELL students** indicate an increase of 24% (0% to 24% of students performing at Level 1 and a 59.8% decrease (77.8% to 18%) in students performing at a Level 3.

Student performance trends are as follows:
1. **All students tested-** there was an increase of students performing at Level 2, a decrease of students performing at Levels 3 and 4.
2. **Special Education students**- show an increase of 25% of students performing at a Level 1, and a 13.4% decrease of students performing at a Level 3.
3**. ELL students**- showed a significant increase of students performing at a Level 1 (24 %.) There was also a significant decrease in the number of students performing at a Level 3.

Significant Aids or Barriers:
We will continue our CTT model due to great gains in our Special Education population. Administration made a conscience effort to match Collaborative teacher partner ships based on strength of teaching abilities.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for Grade 5 students:

- The continuation of a 90-minute literacy block, daily writing activities and accountable conversation.
- The Reading Street program includes a grammar and spelling component as well as differentiation and ELL strategies.
- Ongoing professional development in Differentiated Instruction and Collaborative Team Teaching ensure that all learning needs are met.

- Increased collaborative team-teaching classes and newly created teams of teachers have enabled our special education students to improve.
- All teachers are familiar with the current literacy teaching strategies based on best practices. Scientifically based research tells us there are seven habits of proficient readers: Making Connections, Determining Importance, Visualizing, Asking Questions, Inferring, Summarizing, Using Fix-up Strategies.
- Academic Intervention Services are provided to all students who are not meeting State standards.
- Classroom libraries are established in every classroom. A variety of books in different genres, to support the Balanced Literacy Program.
- School–wide curriculum maps are used to plan effective instruction based on the ELA standards. Curriculum maps are developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers use data from the Acuity report, portfolios and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers reinforce literacy strategies during content area instruction.
- Teachers investigate best practices for sustaining and accelerating the achievement of English Language Learners.
- Intensive professional development is provided in the following areas: writing instruction, on–demand assessments, Differentiated Instruction gender differences and ELL strategies.
- Our library media center is updated and extended. Our school utilizes Smart Boards, Elmos and Promethean ActivBoard to enhance instruction on all grade levels and in all curriculum areas. Mobile carts (lap-tops) and projection carts are used to support and extend the infusion of technology in our instructional practices.
- Incorporate Schoolwide Writing Program to develop writing proficiency of our students.
- Use of new common core standards to provide a clear and consistent framework to prepare all students for college and the workforce. In addition, Common Core State Standards will provide teachers and parents with a common understanding of what all students across the country are expected to learn.

ENGLISH LANGUAGE ARTS Grade 6

Data Sources Reviewed

School Progress Report	Quality Review
Annual School Report Card	Inquiry Team Reports
Acuity Predictive Assessment	Classroom Performance/Teacher Observations
Student Portfolio	NYS ELA Assessments
Unit/Teacher-Made/Grade Level Tests	ARIS
DWA	Fountas and Pinnell

Grade 6 Proficiency Rates:

All Tested Students:

Year	#Level1	%Level1	#Level2	%Level 2	#Level3	%Level3	#Level4	%Level4
2008	2	3.2	34	54.8	25	40.3	1	1.6
2009	0	0	15	26.0	39	68.0	3	5.0
2010	10	13	37	52	24	34	0	0

Special Education Students:

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	0	0	5	100.0	0	0	0	0
2009	0	0	9	60	6	40	0	0
2010	3	33	6	67	0	0	0	0

ELL Students:

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	1	7.1	11	78.6	2	14.3	0	0
2009	0	0	5	71	2	29	0	0
2010	1	10	9	60	4	30	0	0

Summary of Data Analysis/Findings – Grade 6 ELA:
An analysis of Grade 6 NYS-ELA Assessment results, over a three-year period from 2008 to 2010, indicates the following:

Results for **all tested students** indicate a 9.8% increase (3.2% to 13%) of students performing at a Level 1, and a 7.9% decrease (40.3% to 34%) of students performing at Levels 3 and 4.

Results for **special education students** indicate a 33% increase of students performing at a Level 1.

Results for **ELL students** indicate a increase of2.9 % (7.1% to 10%) of students performing at Level 1, a 18.6% decrease (78.6% to 60%) of students performing at Level 2, and a 15.7% increase (14.3% to30%) of students performing at Level 3.

Student performance trends are as follows:
1. **All students tested**- there was an increase in students performing at a Level 1 and a decrease in students performing at Levels 3 and4.
2. **Special Education students**- there was a significant increase in students performing at a Level 1.
3. **ELL students**- showed academic gains in students performing at a Level 3.

Greatest Accomplishment:
There were significant academic gains in our ELL population of students performing at a Level 3.

Significant Aids or Barriers:
We will continue our CTT model due to great gains in our Special Education population. Administration made a conscience effort to match Collaborative teacher partner ships based on strength of teaching abilities. An additional secondary special education teacher was hired to improve literacy instruction in our CTT classes.

Implications for the Instructional Program:
Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for Grade 6 students:

- Continuation of a 90-minute literacy block, daily writing activities and accountable conversation.
- The implementation of Prentice-Hall *Literature* program in Middle School.
- On-going professional development in Differentiated Instruction and Collaborative Team Teaching ensure that all learning needs are met.
- Increased collaborative team-teaching classes and newly created teams of teachers have enabled our special education students to improve.
- All teachers are familiar with the current literacy teaching strategies based on best practices. Scientifically based research tells us there are seven habits of proficient readers: Making Connections, Determining Importance, Visualizing, Asking Questions, Inferring, Summarizing, Using Fix-up Strategies.

- Academic Intervention Services are provided to all students who are not meeting State standards.
- Classroom libraries have been expanded in all Middle School ELA classrooms through Core Curriculum.
- A variety of books in different genres, support the new *Literature* literacy program.
- School-wide curriculum maps are used to plan effective instruction based on the ELA standards. Curriculum Maps are developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers use data from the Acuity report, portfolios and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers reinforce literacy strategies during content area instruction.
- Teachers investigate best practices for sustaining and accelerating the achievement of English Language Learners.
- Intensive professional development is provided in the following areas: writing instruction, on-demand assessments, Differentiated Instruction, gender differences and ELL strategies.
- Our library media center is updated and extended. Our school utilizes *Smart Boards, Elmos* and Promethean *ActivBoard* to enhance instruction on all grade levels and in all curriculum areas. Mobile carts (lap-tops) and projection carts are used to support and extend the infusion of technology in our instructional practices.
- Incorporate Schoolwide Writing Program to develop writing proficiency of our students.
- Use of new common core standards to provide a clear and consistent framework to prepare all students for college and the workforce. In addition, Common Core State Standards will provide teachers and parents with a common understanding of what all students across the country are expected to learn.

ENGLISH LANGUAGE ARTS
Data Sources Reviewed Grade 7

School Progress Report
Annual School Report Card
Acuity Predictive Assessment
Student Portfolio
Unit/Teacher-Made/Grade Level Tests
DWA
Quality Review
Inquiry Team Reports
Classroom Performance/Teacher Observations
NYS ELA Assessments
ARIS
Fountas and Pinnell

Grade 7 Proficiency Rates:

All Tested Students

Year	#Level1	%Level1	#Level2	%Level 2	#Level3	%Level3	#Level4	%Level4
2008	0	0.0	36	33.0	72	66.1	1	0.9
2009	1	1.0	17	25.0	49	71.0	2	3.0
2010	0	3	36	53	18	27	11	17

Special Education Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	0	0	20	64.5	11	35.5	0	0
2009	1	13	5	63	2	25	0	0
2010	1	8	9	69	2	15	1	8

ELL Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	0	0	11	84.6	2	15.3	0	0
2009	0	0	5	50	5	50	0	0
2010	0	0	13	100	0	0	0	0

Summary of Data Analysis/Findings – Grade 7 ELA:
An analysis of Grade 7 ELA Assessment results over a three year period from 2008-2010, indicate the following:

Results for **all tested students** tested indicate an increase of 3.0% (0% to 3%) in students performing at Level 1, a decrease of 39.1% (66.1% to 27%) of students performing at Level 3, and an increase of 12.5% (0.9% to 17%) of students performing at a Level 4.

Results for **Special education students** indicate an increase of 8% (0% to 8%) of students performing at Level 1, a 14.5% increase (64.5% to 69% of students performing at Level 2, a decrease of 20.5% (35.5 to 15%) of students performing at a Level 3, and an increase of 8% (0% to 8%) of students performing at a Level 4.

Results for **ELL students** indicate an increase of 15.4% (84.5% to 100%) of students performing at a Level 2, and a decrease of 15.3% (15.3% to 0%) of students performing at a Level 3.

Student performance trends are as follows:
1. All students tested- there was an increase of students performing at Level 1 and a decrease of students performing at Level 2. There was an increase of students performing at Level 3 and 4.
2. Special Education students - show an increase of students performing at Level 1, a decrease of students performing at Level 3 and an increase of students performing at Level 4.
3. ELL students- showed an increase of students performing at a Level 2 and a decrease of students performing at a Level 3.

Greatest Accomplishment:
There were significant academic gains in students performing at a Level 4 for all students tested.

Significant Aids or Barriers:
We will continue our CTT model due to great gains in our Special Education population. Administration made a conscience effort to match Collaborative teacher partner ships based on strength of teaching abilities. An additional secondary special education teacher was hired to improve literacy instruction in our CTT classes. We will continue our push-in/pullout program for our ELL students.

Implications for the Instructional Program:
Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for Grade 7 students:

- Continuation of a 90-minute literacy block, daily writing activities and accountable conversation.
- The implementation of Prentice-Hall *Literature* program in Middle School.
- Ongoing professional development in Differentiated Instruction and Collaborative Team Teaching ensure that all learning needs are met.

- Increased collaborative team-teaching classes and newly created teams of teachers have enabled our special education students to improve.
- All teachers are familiar with the current literacy teaching strategies based on best practices. Scientifically based research tells us there are seven habits of proficient readers: Making Connections, Determining Importance, Visualizing, Asking Questions, Inferring, Summarizing, Using Fix-up Strategies.
- Academic Intervention Services are provided to all students who are not meeting State standards.
- Classroom libraries have been expanded in all Middle School ELA classrooms through Core Curriculum.
- A variety of books in different genres, support the new *Literature* literacy program.
- School-wide curriculum maps are used to plan effective instruction based on the ELA standards. Curriculum Maps are developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers use data from the Acuity report, portfolios and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers reinforce literacy strategies during content area instruction.
- Teachers investigate best practices for sustaining and accelerating the achievement of English Language Learners.
- Intensive professional development is provided in the following areas: writing instruction, on-demand assessments, Differentiated Instruction, gender differences and ELL strategies.
- Our library media center is updated and extended. Our school utilizes *Smart Boards, Elmos* and Promethean *ActivBoard* to enhance instruction on all grade levels and in all curriculum areas. Mobile carts (lap-tops) and projection carts are used to support and extend the infusion of technology in our instructional practices.
- Incorporate Schoolwide Writing Program to develop writing proficiency of our students.
- Use of new common core standards to provide a clear and consistent framework to prepare all students for college and the workforce. In addition, Common Core State Standards will provide teachers and parents with a common understanding of what all students across the country are expected to learn.

ENGLISH LANGUAGE ARTS
Data Sources Reviewed Grade 8:

School Progress Report
Annual School Report Card
Acuity Predictive Assessment
Student Portfolio
Unit/Teacher-Made/Grade Level Tests
DWA
Quality Review
Inquiry Team Reports
Classroom Performance/Teacher Observations
NYS ELA Assessments
ARIS
Fountas and Pinnell

Grade 8 Proficiency Rates
All Tested Students

Year	#Level1	%Level1	#Level2	%Level 2	#Level3	%Level3	#Level4	%Level4
2008	6	8.0	35	46.7	33	44.0	1	1.3
2009	0	0	35	32	69	63	5	5
2010	3	5	34	53	24	37	3	5

Special Education Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	5	23.8	14	66.7	2	9.5	0	0
2009	0	0	21	72	8	28	0	0
2010	0	0	3	100	0	0	0	0

ELL Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	3	20.0	11	73.3	1	6.7	0	0
2009	0	0	5	63	3	38	0	0
2010	2	20	10	80	0	0	0	0

Summary of Data Analysis/Findings – Grade 8 ELA:
An analysis of Grade 8 ELA Assessment results over a three year period from 2008-2010, indicate the following:

Results for **all students** tested indicate an increase of 3% (8% to 5%) of students performing at a Level 1, an increase of 6.3% (46.7% to 53%) of students performing at a Level 2, and a decrease of 3.3% (45.3% to 42%) of students performing at Levels 3 and 4.

Results for **Special education students** indicate a decrease of 23.8% (23.8% to 0.0%) of students performing at Level 1, an increase of 33.3% (66.7% to 100 %) of students performing at Level 2 and a decrease of 9.5% (9.5% to 0%) of students performing at level 3.

Results for **ELL students** indicate an increase of 6.7% of students performing at a Level 2 and a decrease of 6.7 of students performing at a Level 3.

Student performance trends are as follows:
1. **All students tested**- there was an increase in students performing at Level 1 and Level 2. There was a slight decrease in student performing at Levels 3 and 4.
2**. Special Education students**- show a significant decrease in Level 1 and an increase at Level 2. There was a decrease of students performing at Level 3.
3. **ELL students**- showed academic gains in Levels 2 and a decrease in students performing at a Level 3.

Greatest Accomplishment:
There were there was a significant decrease of Special Education students performing at a Level 1.

Significant Aids or Barriers:
We will continue our CTT model due to great gains in our Special Education population. Administration made a conscience effort to match Collaborative teacher partner ships based on strength of teaching abilities. An additional secondary special education teacher was hired to improve literacy instruction in our CTT classes. We will continue our push-in/pullout program for our ELL students.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for Grade 8 students:

- Continuation of a 90-minute literacy block, daily writing activities and accountable conversation.
- The implementation of Prentice-Hall *Literature* program in Middle School.
- Ongoing professional development in Differentiated Instruction and Collaborative Team Teaching ensure that all learning needs are met.
- Increased collaborative team-teaching classes and newly created teams of teachers have enabled our special education students to improve.
- All teachers are familiar with the current literacy teaching strategies based on best practices. Scientifically based research tells us there are seven habits of proficient readers: Making Connections, Determining Importance, Visualizing, Asking Questions, Inferring, Summarizing, Using Fix-up Strategies.
- Academic Intervention Services are provided to all students who are not meeting State standards.
- Classroom libraries have been expanded in all Middle School ELA classrooms through Core Curriculum.
- A variety of books in different genres, support the new *Literature* literacy program.
- School-wide curriculum maps are used to plan effective instruction based on the ELA standards. Curriculum Maps are developed for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers use data from the Acuity report, portfolios and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers reinforce literacy strategies during content area instruction.
- Teachers investigate best practices for sustaining and accelerating the achievement of English Language Learners.
- Intensive professional development is provided in the following areas: writing instruction, on-demand assessments, Differentiated Instruction, gender differences and ELL strategies.
- Our library media center is updated and extended. Our school utilizes Smart Boards, Elmos and Promethean ActivBoard to enhance instruction on all grade levels and in all curriculum areas. Mobile carts (lap-tops) and projection carts are used to support and extend the infusion of technology in our instructional practices.
- Incorporate Schoolwide Writing Program to develop writing proficiency of our students.
- Use of new common core standards to provide a clear and consistent framework to prepare all students for college and the workforce. In addition, Common Core State Standards will provide teachers and parents with a common understanding of what all students across the country are expected to learn.

  Our library media is completely automated with the Follett Destiny operating system. This has enabled our school to utilize the library and its diverse resources as a tool to positively affect the culture of literacy in our building. Our library promotes a community of learning and literacy that leads to high academic achievement, independent reading and collaboration throughout the building. Our library provides access to high-quality resources in a variety of

formats that support curricular and instructional goals, and responds to diverse student needs and interests. Throughout the day students are immersed in many literacy activities, which promote a love and enjoyment of reading as well as formal lessons on how to use the library. This will enable our students to become functional, literate adults. Through the Independent Investigative Method and the use of the Information Fluency Continuum (library standards) all students from pre-k through grade eight are involved in all aspects of the research process, which includes the use of technology as a tool for knowledge acquisition.

PART IV – SECTION A.1: Analysis of Student Achievement (ELEMENTARY AND MIDDLE SCHOOLS)

MATHEMATICS (Grades 3)
Data Sources Reviewed:
NYS Assessment
Unit/Teacher-Made/Grade Level Tests
Student Portfolios
Journals
Classroom Performance /Teacher Observations
Acuity Mathematics Predictive Assessment
ARIS

Grade 3 Proficiency Rates:
All Tested Students

Year	#Level1	%Level1	#Level2	%Level 2	#Level3	%Level3	#Level4	%Level4
2008	5	5.8	12	13.8	44	50.6	26	29.9
2009	3	4.0	11	13.0	42	51.0	26	32
2010	4	6	17	24	16	23	34	48

Special Education Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	4	25.5	5	31.3	7	43.8	0	0
2009	3	17	4	22	11	61	0	0
2010	2	11	7	39	3	17	6	33

ELL Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	3	10.7	7	25.0	17	60.7	1	3.6
2009	1	4	8	29	15	54	4	14
2010	1	4	8	17	6	25	12	54

<u>Summary of Data Analysis/Findings – Grade 3 Math:</u>

An analysis of Grade 3 NYS MATH Assessment results, over the three-year period from 2008 to 2010, indicates the following:

Results for <u>all tested</u> students indicate a .2% increase (5.8% to 6%) of students performing at a Level 1, a decrease of 27.6 % (50.6% to 23%) of students performing at a Level 3, and an increase of 18.1% (29.9% to 48%) of students performing at a Level 4.
Results for <u>special education students</u> indicate a decrease of 14.5% (25.5% to 11%) of students performing at Level 1, a 7.7% decrease (31.3% to 39%) of students performing at Level 2, an increase of 35.7% (60.7% to 25%) of students performing at Level 3, and a significant increase of 33% (0% to 33%) of students performing at a Level 4.

Results for <u>ELL students</u> indicate a decrease a 6.7% (10.7% to 4.0%) of students performing at Level 1, a 1% increase (7% to 8%) of students performing at Level 2, a 35.7% decrease (60.7% to 25%) of students performing at a Level 3, and a significant increase of 50.4% (3.6% to 54%) of students performing at Level 4.

Student performance trends are as follows:
1. **All students tested -** there was a slight increase of students performing at a Level1, and an increase of students performing at a Level 4.
2. **Special Education students -** show a significant decrease in Level 1 and Level 2. There was a significant increase of students performing at Level 3 and Level 4.
3. **ELL students -** showed a decrease in students performing at Level 1, and a significant increase of students performing at a Level 4.

Greatest Accomplishment:
There were significant academic gains in our special education population and our ELL population.

Significant Aids or Barriers:
We will continue our CTT model due to great gains in our Special Education population. Administration made a conscience effort to match Collaborative teacher partnerships based on strength of teaching abilities. A Math Coach has been put in place to model lessons and work collaboratively with the staff. We will continue our push-in/pullout program for our ELL students.

<u>Implications for the Instructional Programs</u>

- Instructional strategies will continue that have contributed to overall improved student achievement, including an average of 75 minutes per day, blocked in math periods and daily writing activities.
- A math coach position was initiated this year to provide support to teachers and struggling students, and to enrich and accelerate learning for on level students.
- Intensive professional development in the understanding and use of differentiated instructional strategies and ELL strategies to meet the needs of special populations.
- Collaborative Team Teaching classes have been created on grades 3-7 in order to help at-risk students and address the needs of our IEP students.
- Attention is given to both content and process. As teachers develop their instructional plans and their assessments, they also give attention the integration of process and content. All teachers are familiar with the content strands: Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability. Teachers will also become familiar with the Process Strands: Problem Solving, Reasoning and Proof, Communication, Connections and Representation.

- Everyday Math pacing calendars are used in 3 through grade 5. Opportunities are provided for the teacher teams to plan collaboratively align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers investigate best practices for sustaining and accelerating the achievement of English Language Learners.
- Teachers use best practices in math:
    - Infusion of writing in the math block
    - Using math manipulatives
    - Having an understanding of mathematical concepts
    - Applying mathematics in the solution of problems

MATHEMATICS (Grade 4)
Data Sources Reviewed:

NYS Assessment
Unit/Teacher-Made/Grade Level Tests
Student Portfolios
Journals
Classroom Performance /Teacher Observations
Acuity Mathematics Predictive Assessment
ARIS

Grade 4 Proficiency Rates:

All Tested Students

Year	#Level1	%Level1	#Level2	%Level 2	#Level3	%Level3	#Level4	%Level4
2008	2	2.7	6	8.1	33	44.6	33	44.6
2009	5	5.0	7	8.0	40	43.0	41	44.0
2010	5	6	16	20	27	34	31	39

Special Education Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	2	25.0	5	31.3	7	43.8	0	0
2009	3	16	1	5	9	47	6	32
2010	4	29	5	36	4	29	1	7

ELL Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	2	11.1	3	16.7	11	61.1	2	11.1
2009	2	9	5	22	12	52	4	17
2010	2	9	13	57	7	30	1	4

Summary of Data Analysis/Findings – Grade 4 Math:
An analysis of Grade 4 NYS MATH Assessment results, over the three-year period from 2008 to 2010, indicates the following:

Results for **all tested students** indicate a 3.3% increase (2.7% to 6%) of students performing at Level 1, a decrease 11.9%(8.1% to 20%) of students performing at Level 2, a decrease of 10.6% (44.6% to 34%) of students performing at Level 3 and a decrease of 5.6% (44.6% to 39%) of students performing at level 4.

Results for **special education students** indicate a increase of 4% (25% to 29%) of students performing at Level 1, and a decrease of 14.8%(43.8% to 29%) of students performing at Level 3 and an increase of 7% (0% to 7%) of students performing at Level 4.

Results for **ELL students** indicate a 2.1% decrease (11.1% to 9.0%) of students performing at Level 1, a 40.3% increase (16.7% to 57%) of students performing on Level 2, a 31.1% decrease (61.1% to 30%) of students performing at Level 3, and a decrease of 7.1% (11.1% to 4%) of students performing at Level 4.

Student performance trends are as follows:
1. **All students tested -** there was an increase in students performing at Level 1. Levels 2, 3 and 4 decreased.
2. **Special Education students -** show a slight increase in students performing at a Level 1. There was an increase of students performing at a Level 4.
3. **ELL students -** showed a decrease in Level 1, an increase in Level 2, a decrease in Levels 3 and 4.

Greatest Accomplishment:
There were significant academic gains in our special education population and our ELL population.

Significant Aids or Barriers:
We will continue our CTT model due to great gains in our Special Education population. Administration made a conscience effort to match Collaborative teacher partnerships based on strength of teaching abilities. A Math Coach has been put in place to model lessons and work collaboratively with the staff. We will continue our push-in/pullout program for our ELL students.

Implications for the Instructional Program:
Based on our analysis of the data, and all relevant findings, the following are implications for our Mathematics instructional program for Grade 4 students:

- Instructional strategies will continue that have contributed to overall improved student achievement, including an average of 75 minutes per day, blocked in math periods and daily writing activities.
- A math coach position was initiated this year to provide support to teachers and struggling students, and to enrich and accelerate learning for on level students.
- Intensive professional development in the understanding and use of differentiated instructional strategies and ELL strategies to meet the needs of special populations.
- Collaborative Team Teaching classes have been created on grades 3-7 in order to help at-risk students and address the needs of our IEP students.
- Attention is given to both content and process. As teachers develop their instructional plans and their assessments, they also give attention the integration of process and content. All teachers are familiar with the content strands: Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability. Teachers will also become familiar with the Process Strands: Problem Solving, Reasoning and Proof, Communication, Connections and Representation.
- Everyday Math pacing calendars are used in 3 through grade 5. Opportunities are provided for the teacher teams to plan collaboratively align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.

- Teachers investigate best practices for sustaining and accelerating the achievement of English Language Learners.
- Teachers use best practices in math:
    - Infusion of writing in the math block
    - Using math manipulatives
    - Having an understanding of mathematical concepts
    - Applying mathematics in the solution of problems

MATHEMATICS Grade 5
Data Sources Reviewed:
NYS Assessment Unit/Teacher-Made/Grade Level Tests
Student Portfolios Journals
Classroom Performance /Teacher Observations
Acuity Mathematics Predictive Assessment

Grade 5 Proficiency Rates:
All Tested Students

Year	#Level1	%Level1	#Level2	%Level 2	#Level3	%Level3	#Level4	%Level4
2008	0	0	4	7.3	24	43.6	27	49.1
2009	2	3	3	4.0	35	46.0	36	47.0
2010	2	2	24	27	30	34	32	36

Special Education Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	0	0	3	33.3	5	55.6	1	11.1
2009	1	10	2	20	6	60	1	10
2010	2	13	4	25	10	63	0	0

ELL Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	0	0	1	11.1	6	66.7	2	22.2
2009	2	14	0	0	10	71.0	2	14.0
2010	1	5	9	47	7	37	2	11

Summary of Data Analysis/Findings – Grade 5 Math:
An analysis of Grade 5 NYS MATH Assessment results, over the three-year period from 2008 to 2010, indicates the following:

Results for **all tested students** indicates decrease of 2% (0% to 2%) of students performing at Level 1, an increase of 19.7% (7.3% to 27%) of students performing at Level 2, a decrease of 9.6% (43.6% to 34%) of students performing at Level 3 and a decrease of 13.1% (49.1% to 36%) of students performing at Level 4.

Results for **special education students** indicates a 13% increase (0% to 13%) of students performing at Level 1, a decrease of 8.3% (33.3% to 25%) of students performing at Level 2, an increase of 7.4% (55.6% to 63%) performing at Level 3, and a decrease of 11.1% (11.1% to 0%) of students performing at Level 4.

Results for **ELL students** indicates a decrease of 5% (0% to 5%) of students performing at Level 1, an increase of 35.9% (11.1% to 47%) of students performing at Level 2, a decrease of 29.7% (66.7% to 37%) of students performing at Level 3, and a decrease of 11.2% (22.2% to11%) of students performing at Level 4.

Student performance trends are as follows:
1. **All students tested**– There was a slight increase in students performing at a Level 1. There was an increase in students performing at Level 2 and a decrease a decrease in students performing at Levels 3 and 4.
2. **Special Education students**– show an increase in students performing at Levels 1, a decrease in students performing at a Level 2, an increase of students performing at Levels 3 and 4.
3. **ELL students** – There was an increase of students performing at Level 1, a significant increase in students performing at Level 2, and a decrease of students performing at Levels 3 and 4.

Greatest Accomplishment:
There were academic gains in our Special Education population.

S**ignificant Aids or Barriers:**
We will continue our CTT model due to great gains in our Special Education population. Administration made a conscience effort to match Collaborative teacher partnerships based on strength of teaching abilities. A Math Coach has been put in place to model lessons and work collaboratively with the staff.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Mathematics instructional program for Grade 5 students:

- Instructional strategies will continue that have contributed to overall improved student achievement, including an average of 75 minutes per day, blocked in math periods and daily writing activities.
- A math coach position was initiated this year to provide support to teachers and struggling students, and to enrich and accelerate learning for on level students.
- Intensive professional development in the understanding and use of differentiated instructional strategies and ELL strategies to meet the needs of special populations.
- Collaborative Team Teaching classes have been created on grades 3-7 in order to help at-risk students and address the needs of our IEP students.
- Attention is given to both content and process. As teachers develop their instructional plans and their assessments, they also give attention the integration of process and content. All teachers are familiar with the content strands: Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability. Teachers will also become familiar with the Process Strands: Problem Solving, Reasoning and Proof, Communication, Connections and Representation.
- Everyday Math pacing calendars are used in 3 through grade 5. Opportunities are provided for the teacher teams to plan collaboratively align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers investigate best practices for sustaining and accelerating the achievement of English Language Learners.
- Teachers use best practices in math:

- Infusion of writing in the math block
- Using math manipulatives
- Having an understanding of mathematical concepts
- Applying mathematics in the solution of problems

MATHEMATICS Grade 6
Data Sources Reviewed:
NYS Assessment Unit/Teacher-Made/Grade Level Tests
Student Portfolios Journals
Classroom Performance /Teacher Observations
Acuity Mathematics Predictive Assessment
ARIS

Grade 6 Proficiency Rates:

All Tested Students

Year	#Level1	%Level1	#Level2	%Level 2	#Level3	%Level3	#Level4	%Level4
2008	2	2.9	7	10.1	33	47.8	27	39.1
2009	0	0	1	2.0	29	48.0	30	50.0
2010	1	1	21	30	25	35	24	34

Special Education Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	1	14.3	3	42.9	3	42.9	0	0
2009	0	0	1	7	11	73	3	20
2010	0	0	8	89	1	11	0	0

ELL Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	0	0	2	11.8	13	76.5	2	11.8
2009	0	0	0	0	4	50	4	50
2010	0	0	7	50	4	29	3	21

Summary of Data Analysis/Findings
An analysis of Grade 6 NYS MATH Assessment results, over the three-year period from 2008 to 2010, indicates the following:

Results for **all tested students** indicate a decrease of 1.9% (29% to 1%) of students performing at Level 1, and an increase of 19.9% (10.1% to 30%) of students performing at Level 2, a decrease of 12.8% (47.8% to 35%) of students performing on Level 3 and a decrease of 5.1% (39.1% to 34%) of students performing on Level 4.

Results for **Special Education Students** indicate a decrease of 14.3% (14.3% to 0.0%) of students performing at Level 1, an increase of 46.1% (42.9% to 89%) of students performing at Level 2, a decrease of 31.9% (42.9% to 11%) of students performing on Level 3.

Results for **ELL students** indicates an increase of 38.2% (11.8% to 50%) of students performing at Level 2, a decrease of 47.5% (76.5% to 29%) of students performing at Level 3 and an increase of 9.2% (11.8% to 21%) of students performing at Level 4.

Student performance trends are as follows:
1. **All students tested -** there was a decrease in students performing at Level 1. There was an increase of students performing at a Level 2. There was a decrease in students performing at Levels 3 and 4.
2. **Special Education students -** show a significant decrease in Level 1. There was an increase of students performing at Levels 2 and 3.
3. **ELL students –** There was an increase in students performing at a Levels 2 and 4, and a decrease in students performing at a Level 3.

Greatest Accomplishment:
There were significant academic gains in our special education population and our ELL population.

Significant Aids or Barriers:
We will continue our CTT model due to great gains in our Special Education population. Administration made a conscience effort to match Collaborative teacher partner ships based on strength of teaching abilities. The continuous rise in scores can be attributed to the hiring of Teaching Fellows from area Universities. A Math Coach has been put in place to model lessons and work collaboratively with the staff. We will continue our push-in/pullout program for our ELL students.

Implications for the Instructional Program:
Based on our analysis of the data, and all relevant findings, the following are implications for our Mathematics instructional program for Grade 6 students:

- Instructional strategies will continue that have contributed to overall improved student achievement, including the implementation of 8 periods of math, including 3 double periods and daily math writing activities.
- A math coach position was initiated this year to provide support to teachers and struggling students, and to enrich and accelerate learning for on level students.
- Academic Intervention Services are provided to all students who are not meeting State standards.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.
- Increased opportunities for the mainstreaming of special education students in general education classes and additional support for special needs students in the general education setting.
- Attention is given to both content and process. As teachers develop their instructional plans and their assessments, they also give attention the integration of process and content. All teachers will become familiar with the content strands: Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability. Teachers will also become familiar with the Process Strands: Problem Solving, Reasoning and Proof, Communication, Connections and Representation.
- Pacing calendars are developed for each grade level and opportunities are provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers investigate best practices for sustaining and accelerating the achievement of English Language Learners.
- Best practices for teaching math include:

- Infusion of writing in the math block
- Using math manipulatives
- Having an understanding of mathematical concepts
- Applying mathematics in the solution of problem
- Effective strategies for teaching Impact Math

MATHEMATICS Grade 7
Data Sources Reviewed:
NYS Assessment Unit/Teacher-Made/Grade Level Tests
Student Portfolios Journals
Classroom Performance /Teacher Observations
Acuity Mathematics Predictive Assessment
ARIS

Grade 7 Proficiency Rates:
All Tested Students

Year	#Level1	%Level1	#Level2	%Level 2	#Level3	%Level3	#Level4	%Level4
2008	2	1.8	12	10.7	78	69.6	27	17.9
2009	0	0	5	7.0	43	63.0	20	29.0
2010	0	0	20	30	21	31	26	39

Special Education Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	1	14.3	7	22.6	21	67.7	2	6.5
2009	0	0	3	38	5	63	0	0
2010	0	0	8	62	5	38	0	0

ELL Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	0	0	3	21.4	10	71.4	1	7.1
2009	0	0	0	0	12	92	1	8
2010	0	0	8	62	1	8	4	31

Summary of Data Analysis/Findings:
An analysis of Grade 7 NYS MATH Assessment results, over the three-year period from 2008 to 2010, indicates the following:

Results for **all tested students** indicate a decrease 1.8% (from 1.8% to 0.0%) of students performing at Level 1, an increase of 19.3% (10.7% to 30%) of students performing at Level 2, a decrease of 38.6% (69.6 to 31%) of students performing at Level 3 and an 21.1% increase (17.9% to 39%) of students performing at Level 4.

Results for **special education students** indicate a decrease of 14.3% (14.3% to 0.0%) of students performing at Level 1, an increase of 39.4% (22.6% to 62%) of students performing at Level 2, a decrease of 29.7% (66.7% to 38%) of students performing at Level 3 and a decrease of 6.5% (6.5% to 0.0%) of students performing at Level 4.

Results for **ELL students** indicates a decrease of 21.4% (21.4% to 0.0%) of students performing at Level 2, an increase of 20.6% 971.4% to 92%) of students performing at Level 3 and an increase of 08% (7.1% to 8%) of students performing at Level 4.

Student performance trends are as follows:

1. **All students tested -** there was decrease in the students performing at a Level 3 and a significant increase in the students performing at a Level 4.
2. **Special Education Students -** show a significant decrease in Level 1. There was an increase of students performing at Level 2.
3. **ELL students –** There was a significant increase of students performing at Levels 2 and 4, and a decrease of students performing at a Level 3.

Greatest Accomplishment:

There were zero Special Education students scoring at a Level 1, and significant gains for ELL students.

Significant Aids or Barriers:

We will continue our push-in/pullout program for our ELL students. A Math Coach has been put in place to model lessons and work collaboratively with the staff.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Mathematics instructional program for Grade 7 students:

- Instructional strategies will continue that have contributed to overall improved student achievement, including the implementation of 8 periods of math, including 3 double periods and daily math writing activities.
- A math coach position was initiated this year to provide support to teachers and struggling students, and to enrich and accelerate learning for on level students.
- Academic Intervention Services are provided to all students who are not meeting State standards.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.
- Increased opportunities for the mainstreaming of special education students in general education classes and additional support for special needs students in the general education setting.
- Attention is given to both content and process. As teachers develop their instructional plans and their assessments, they also give attention the integration of process and content. All teachers will become familiar with the content strands: Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability. Teachers will also become familiar with the Process Strands: Problem Solving, Reasoning and Proof, Communication, Connections and Representation.
- Pacing calendars are developed for each grade level and opportunities are provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers investigate best practices for sustaining and accelerating the achievement of English Language Learners.
- Best practices for teaching math include:
    - Infusion of writing in the math block
    - Using math manipulatives
    - Having an understanding of mathematical concepts
    - Applying mathematics in the solution of problem
    - Effective strategies for teaching Impact Math

MATHEMATICS Grade 8
Data Sources Reviewed:
NYS Assessment Unit/Teacher-Made/Grade Level Tests
Student Portfolios
Classroom Performance /Teacher Observations
Acuity Mathematics Predictive Assessment
ARIS
Journals

Grade 8 Proficiency Rates:
All Tested Students

Year	#Level 1	%Level1	#Level 2	%Level 2	#Level	%Level3	#Level 4	%Level4
2008	5	6.3	18	22.5	37	46.3	20	25.0
2009	1	1	12	11.0	79	71.0	20	18.0
2010	1	2	15	23	29	45	19	30

Special Education Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	4	19.1	11	52.4	6	28.6	0	0
2009	1	3	6	21	22	76	0	0
2010	0	0	1	33	2	67	0	0

ELL Students

Year	#Level 1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
2008	3	15.8	11	57.9	3	15.8	2	10.5
2009	0	0	1	10	9	90%	0	0
2010	0	0	3	25	6	50	3	25

Summary of Data Analysis/Findings – Grade 8 Math:
An analysis of Grade 8 NYS MATH Assessment results, over the three-year period from 2008 to 2010, indicates the following:

Results for all tested students indicate an decrease of 4.3% (6.3%% to 2%) of students performing at Level 1, a slight increase of 0.5% (22.5% to 23%) of students performing at a Level 2, a slight decrease of 1.3% (46.3% to 45%) of students performing at a Level 3, and an increase of 5% (25% to 30%) of students performing at a Level 4.

Results for Special Education Students indicate a decrease of 19.1% (19.1% to 0%) of students performing at a Level 1. There was a 19.4% decrease in students performing at a Level 2, and a significant increase of 38.4% of students performing at a Level 3.

Results for ELL Students indicate a decrease of 15.8% (15.8% to 0%) of students performing at a Level 1, a decrease of 32.9% (57.9% to 25%) of students performing at a Level 2, an increase of 34.2% (15.8% to 50%) of students performing at a Level 3, and an increase of 14.5% (10.5% to 25%) of students performing at a Level 4.

Student performance trends are as follows:

1. **All students tested -** There was a decrease in students performing at Level 1 and Level 3. There was an increase at students performing at Levels 2 and 4.
2. **Special Education Students -** There was a decrease in Level 1 and Level 2. There was a significant increase of 38.4% of students performing at Level 3.
3. **ELL Students** – There was a significant decrease in Level 1 and Level 2. There was a significant increase of 48.7% of students performing at Levels 3 and 4.

Greatest Accomplishment:

There were significant academic gains in our Special Education population and our ELL population. There was a gain of all students performing at a Level 4.

Significant Aids or Barriers:

We will continue our CTT model due to great gains in our Special Education population. Administration made a conscience effort to match Collaborative teacher partner ships based on strength of teaching abilities. We will continue our Push-in/Pullout ESL program. The continuous rise in scores can be attributed to the hiring of Teaching Fellows from NYC Universities. A Math Coach has been put in place to model lessons and work collaboratively with the staff. We will continue our push-in/pullout program for our ELL students.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Mathematics instructional program for Grade 8 students:

- Instructional strategies will continue that have contributed to overall improved student achievement, including the implementation of 8 periods of math, including 3 double periods and daily math writing activities.
- A math coach position was initiated this year to provide support to teachers and struggling students, and to enrich and accelerate learning for on level students.
- Academic Intervention Services are provided to all students who are not meeting State standards.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.
- Increased opportunities for the mainstreaming of special education students in general education classes and additional support for special needs students in the general education setting.
- Attention is given to both content and process. As teachers develop their instructional plans and their assessments, they also give attention the integration of process and content. All teachers will become familiar with the content strands: Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability. Teachers will also become familiar with the Process Strands: Problem Solving, Reasoning and Proof, Communication, Connections and Representation.
- Pacing calendars are developed for each grade level and opportunities are provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers investigate best practices for sustaining and accelerating the achievement of English Language Learners.
- Best practices for teaching math include:
    - Infusion of writing in the math block
    - Using math manipulatives
    - Having an understanding of mathematical concepts
    - Applying mathematics in the solution of problem
    - Effective strategies for teaching Impact Math

SCIENCE

Data Sources Reviewed

NYS Assessment	Unit/Teacher-Made/Grade Level Tests
Student Portfolios	Journals
Classroom Performance/Teacher Observations	ARIS

Grade 4 Student Performance on the NYS Science Performance Test:

Group	Year	#Level1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level4	%Level4
All Students	**2010**	**4**	**5**	**11**	**14**	**19**	**24**	**44**	**56**
SWD	2010	3	25	4	33	5	42	0	0
ELL	2010	3	13	8	35	7	30	5	22

Spring 2010 80% 0f our 4th grade students were proficient.
Spring 2009 84% of our 4th grade students were proficient.
Spring 2008 80% of our 4th grade students were proficient.

<u>Summary of Data Analysis/Findings – Grade 4 Science:</u>
An analysis of Grade 4 NYS Science Performance results indicates the following: There has been a decrease of 4% (84% to 80%) proficiency in Science this year.

Greatest Accomplishment/ Significant Aids or Barriers:
Our Science program offers student opportunities to investigate, inquire, explore, and write in the content area (science literacy). This enables our ELLs to succeed on the science test. Classroom teachers incorporate non-fiction sources in their reading and writing workshop based on the science curriculum. We use Core Curriculum, which is a blended approach comprised of Delta FOSS Kits and Harcourt Science (3-5) and Delta FOSS Kits, and Delta Science Modules (K-2).The program focuses on two major strands, the Physical setting and the Living Environment. We have 2 cluster science programs that offer hands on inquiry method. The use of the FOSS Science Kits has enhanced our Science Instruction as well as our affiliation with Urban Environment. Full Science libraries are in place in the Science rooms.

<u>Implications for the Instructional Program:</u>

Based on our analysis of the data, and all relevant findings, the following are implications for our Science instructional program for Grade 4 students:

- Continuation of instructional strategies that have contributed to overall improved student achievement, include the implementation of 2 science clusters (Grades K-2 and Grades 3-5) utilizing the FOSS kits, Delta Science Modules, Harcourt workbooks and hands on activities, for a minimum of 180 minutes per week.
- Delivery of science instruction is in the structure of the workshop model through inquiry-based investigations.
- Literacy skills and strategies are incorporated in science instruction.
- Elementary science clusters provide 3-4 periods a week for grades 3 -5.
- Academic Intervention Services are provided to all students who are not meeting State standards.
- Teachers develop lessons that are inquiry based and differentiated to accommodate all learners.

- Teachers receive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.
- Increased opportunities for the mainstreaming of special education students in general education classes and additional support for special needs students in the general education setting.
- Teachers plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers help students connect science to real life and the environment.
- Professional development is provided in the following areas:
    - Using the Science Model for instruction
    - Inquiry based instruction through hands-on activities
    - Science and literacy- using fiction and non-fiction
    - Data informed instruction- Protocols for looking at student work
    - Partnerships with science organizations such as Urban Environment

Summary of Data Analysis/ Findings- Grade 8 Science:

Group	Year	#Level1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
All Students	**2010**	**1**	**2**	**14**	**22**	**40**	**62**	**9**	**14**
SWD	2010	0	0	0	0	2	100	0	0
ELL	2010	0	0	4	36	7	64	0	0

Spring 2010 62% of our 8th grade students were proficient.
Spring 2010 59 % of our 8th grade students were proficient.
Spring 2010 51% of our 8th grade students were proficient.

<u>Summary of Data Analysis/Findings – Grade 8 Science:</u>
An analysis of Grade 8 NYS Science Performance results indicates the following:
There has been an increase of 3% (59% to 61%) proficiency in Science this year.

Greatest Accomplishment/ Significant Aids or Barriers:
Our Science program offers student opportunities to investigate, explore, inquire and write in the content area (Science Literary). We use Core Curriculum, which is a blended approach of Delta FOSS kits and Glencoe Science. This enables them to succeed on the science test. Classroom teachers incorporate non-fiction sources in their reading and writing workshop based on the science curriculum. We participate in the Urban Advantage program, which allows our 7th and 8th grade students to visit and explore science in various cultural areas around our city monthly. Students participate in the School Science Fair and are expected to produce an Exit project at the end of 8th grade. Our 8th grade excel students take the Earth Science Regents.

<u>Implications for the Instructional Program:</u>
Based on our analysis of the data, and all relevant findings, the following are implications for our Science instructional program for Grade 8 students:
- Continuations of instructional strategies that have contributed to overall improved student achievement include the implementation of Science elective for middle school students. Literacy skills and strategies are incorporated in science instruction.
- Use portfolio data to drive instruction.

- Students are offered ROBOTICS or GLOBE to enhance the science curriculum. Students receive 3 extra periods of Science per week. Science instruction is delivered in the structure of the workshop model through the inquiry based investigations.
- Use data to align curriculum, instruction and assessment.
- Help students connect science to real life and the environment.
- Academic Intervention Services are provided to all students who are not meeting State standards.
- Teachers develop lessons that are inquiry based and differentiated to accommodate all learners.
- Teachers are offered professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.
- Increased opportunities for the mainstreaming of special education students in general education classes and additional support for special needs students in the general education setting.
- Pacing calendars are developed for each grade level, teachers plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Professional development will be provided in the following areas:
    - Utilize the Science Model for instruction
    - Inquiry based instruction through hands-on activities
    - Science and literacy- using fiction and non-fiction
    - Data informed instruction- Protocols for looking at student work
    - Partnerships with science organizations: Urban Advantage

SOCIAL STUDIES
Data Sources Reviewed:
NYS Assessment Unit/Teacher-Made/Grade Level Tests
Student Portfolios Journals
Classroom Performance/Teacher Observation
ARIS

Grade 5 Student Performance on the NYS Social Studies Performance Test

Group	Year	#Level1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
All Students	**2010**	**8**	**9**	**6**	**7**	**46**	**53**	**26**	**30**
SWD	2010	3	20	2	13	9	60	1	7
ELL	2010	4	24	4	24	7	41	2	12

Fall 2010 83% of all 5th grade students were proficient.
Fall 2010 92 % of all 5th grade students were proficient.
Fall 2010 88% of all 5th grade students were proficient.

<u>Summary of Data Analysis/Findings – Grade 5 Social Studies:</u>
An analysis of Grade 5 NYS Social Studies Performance results indicates the following: There has been a decrease of 9% (92% to 83%) proficiency in Social Studies this year

<u>Summary of Data Analysis/Findings – Grade 5 Social Studies Test:</u>
An analysis of the Grade 5 NYS Social Studies Assessment results indicates the following:
Student proficiency in Social Studies is increasing. Proficiency has decreased 5% over the last three years (2008-2010). We will increase our concentration of writing and technology, focusing on Document Based Questions in 4th and 5th grade.

Implications for the Instructional Program:
Based on our analysis of the data, and all relevant findings, the following are implications for our Social Studies instructional program for Grade 5 students:

- Expansion of school library to meet the needs of 5th grade students.
- A.I.S. is provided for at risk students.
- We continue to utilize our technology such as the wireless laptops and SMARTBOARDS, so that students have access and training in how to research and write in the social studies content area.
- Teachers will continue to foster collaboration among students and increase interest and awareness of Social Studies.
- Teachers receive professional development in the following areas:
- Technology Training- Power Point Presentation, Smart Board, Establish instructional Websites
- Preparing students to interpret and answer Document Based Questions
- New Core curriculum materials and professional development in grades 4 and 5.

SOCIAL STUDIES
Data Sources Reviewed:
NYS Assessment
Unit/Teacher-Made/Grade Level Tests
Student Portfolios
Journals
Classroom Performance/Teacher Observation
ARIS

Grade 8 Student Performance on the NYS Social Studies Performance Test

Group	Year	#Level1	%Level1	#Level 2	%Level2	#Level 3	%Level3	#Level 4	%Level4
All Students	**2010**	**10**	**16**	**11**	**17**	**33**	**52**	**9**	**14**
SWD	2010	0	0	1	50	1	50	0	0
ELL	2010	5	45	3	27	3	27	0	0

Results for all students tested indicate that 66% of all 8th grade students were proficient in Social Studies in 2009.

Summary of Data Analysis/Findings – Grade 8 Social Studies Test:
An analysis of the Grade 8 NYS Social Studies Assessment results indicates the following:
We will increase our concentration of writing and technology, focusing on Document Based Questions in grades 7 and 8. We will increase our work on non-fiction reading strategies as well.

Implications for the Instructional Program:
Based on our analysis of the data, and all relevant findings, the following are implications for our Social Studies instructional program for Grade 8 students:

- Expansion of school library to meet the needs of 8th grade students.
- A.I.S. is provided for at risk students.
- We continue to utilize our technology such as the wireless laptops and SMARTBOARDS, so that students have access and training in how to research and write in the social studies content area.
- Teachers will continue to foster collaboration among students and increase interest and awareness of Social Studies.

- Teachers receive professional development in the following areas:
- Technology Training- Power Point Presentation, Smart Board, establish instructional Websites
- Preparing students to interpret and answer Document Based Questions
- New Core curriculum materials and professional development in grade 8.

SECTION V: ANNUALSCHOOL 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.*

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1. Professional Development:
A. During the 2010-2011 school year, the number of teachers demonstrating differentiated strategies as measured by formal/ informal observations and during weekly walkthroughs will increase by 10% so that 60/80 teachers will be consistently differentiating instruction. We will accomplish this goal by conducting bi-monthly Team meetings with all grades/departments to analyze data and student work, train and refresh teachers on ARIS and on analyzing Periodic assessments, and by meeting with teams to review data and its use in planning for differentiated instruction.

B. During the 2010-2011 school year, the number of teachers engaged in Collaborative Inquiry as measured by agendas, minutes and teacher articulation, will increase by 10% so that 90% of teachers will be able to work as a team to analyze data, assess student need, differentiate instruction and work to increase performance and ensure progress of targeted group. Teachers will use common prep time to meet as teams, inquiry team members will work with teams to share best practices and their expertise to help teachers focus on their targeted groups of students. Principal, assistant principals and teachers will facilitate teams.

2. Literacy-Special Education Students with Disabilities: During the 2010-2011 school year, the number of special education students in grades 3-8 at P.S. 226 improving their literacy skills from level 2 to level 3 at each grade level will increase by 5% as measured by the NYS ELA assessment so they can meet or exceed AYP. After conducting our needs assessment these goals were derived by examining our school's data and by meeting collaboratively with various school teams. As a result we have made progress in Literacy for SWD a priority goal for the 2010-2011 school year.

3. Literacy-All students: During the 2010-2011 school year, the number of students in grades 3-8 at P.S. 226 improving their literacy skills from level 2 to level 3 at each grade level will increase by 5% as measured by the NYS ELA assessment and the Writing Assessment. After conducting our needs assessment these goals were derived by examining our school's data and by meeting collaboratively with various school teams. As a result we have made progress in Literacy for all students a priority goal for the 2010-2011 school year.

4. Reading/Writing-ELL Students: During the 2010-2011 school year, the number of ELL students in grades K-8 at P.S. 226 meeting NYS ELL Standards in Reading/Writing (i.e. one level higher than the previous year) will increase by 5% as measured by the 2011 NYSESLAT. After conducting our needs assessment these goals were derived by examining our school's data and by meeting collaboratively with various school teams. As a result we have made progress in Writing/Reading for ELLs a priority goal for the 2010-2011 school year.

5. Parent Involvement: During the 2010-2011 school year, the number of parents at P.S. 226 improving their attendance at workshops, family nights and PTA meetings will increase by 10% as measured by attendance at meetings and responses to the Learning Environment survey.
(Increase # of Workshops, performances and events for PS226 families, Reading Night, Game Night and Breakfast with the Principal. We will offer more engaging topics at Parent workshops hold more student performances and schedule nights as well as during the day. More workshops will be given to parents of our ELL students and translators will be in attendance in all languages necessary, Parent Orientation/Open House and continuation of Class Parent Volunteers.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area(where relevant): **PROFESSIONAL DEVELOPMENT**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	❑ During the 2010-2011 school year, the number of teachers demonstrating differentiated strategies as measured by formal/ informal observations and during weekly walkthroughs will increase by 10% so that 60/80 teachers will be consistently differentiating instruction.. ❑ During the 2010-2011 school year, the number of teachers engaged in Inquiry Team Methods as measured by agendas, minutes and teacher articulation, will increase by 10% so that 90% of teachers will be able to work as a team to analyze data, assess student need, differentiate instruction and work to increase performance and ensure progress of targeted group.	
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	❑ 60/80 will demonstrate using differentiated strategies in formal/ informal observations and during weekly walkthroughs ❑ 90% of teachers will be able to work as a team to analyze data, assess student need, differentiate instruction and work to increase performance and ensure progress of targeted group. -We will accomplish this by conducting bi-monthly Collaborative Team meetings with all grades/departments to analyze data and student work, train and refresh teachers on ARIS and on analyzing Periodic assessments, and by meeting with teams to review data and its use in planning for differentiated instruction. -Teachers will use common prep time to meet as teams, inquiry team members will work with teams to share best practices and their expertise to help teachers focus on their targeted groups of students	
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	❑ C4E funds ❑ Title I Funds ❑ Tax levy Funds	
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.*	❑ Measure and monitor student progress at 6 week intervals ❑ Acuity/Predictive assessments to identify areas of need. ❑ Student portfolio, running records, teacher observation	

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification*.

Subject/Area (where relevant): 2. Literacy-SWD

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	During the 2010-2011 school year, the number of special education students in grades 3-8 at P.S. 226 improving their literacy skills from level 2 to level 3 at each grade level will increase by 5% as measured by the 2011 NYS ELA assessment so they can meet or exceed AYP.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**September 2010- June 2011-**Target population-SWD Grades 3-8 Professional Development-CTT Planning Workshops(after school), using data to differentiate instruction (in house and DOE), Professional Study Groups and materials, Common preps, Grade/Department Collaborative Team meetings, CITE, NYU, LCI, data driven instruction, monthly parent workshops/PTA Meetings. Increase technology such as *SMARTBOARDS* to enhance and improve student learning and progress. All staff members and school community.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	❑ C4E funds ❑ Title I Funds ❑ Tax levy Funds
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.*	❑ Measure and monitor student progress at 6 week intervals ❑ Acuity/Predictive assessments to identify areas of need. ❑ PPT Team discusses and plans intervention for our most at risk students. ❑ Student portfolio, running records, teacher observation

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): 3. Literacy-All Students

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	During the 2010-2011 school year, the number of students in grades 3-8 at P.S. 226 improving their literacy skills from level 2 to level 3 at each grade level will increase by 5% as measured by the 2011 NYS ELA assessment.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**September 2010- June 2011** Professional Development- using data to differentiate instruction (in house and DOE), Professional Study Groups and materials, Common preps, Grade/Department Collaborative Team, CITE, NYU, LCI, data driven instruction, monthly parent workshops/PTA Meetings. Increase technology such as *SMARTBOARDS* to enhance and improve student learning and progress. Increase AIS program to include after school program and Kaplan Advantage program. All staff members and school community.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	❑ C4E funds ❑ Title I Funds ❑ Tax levy Funds
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.*	❑ Measure and monitor student progress at 6 week intervals ❑ Acuity/Predictive assessments to identify areas of need. ❑ PPT Team discusses and plans intervention for our most at risk students. ❑ Student portfolio, running records, teacher observation ❑ Results of 2011 ELA Test

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): 4. Reading/Writing-ELL Students

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	During the 2010-2011 school year, the number of ELL students in grades K-8 at P.S. 226 meeting NYS ELL Standards in Reading/Writing (i.e. one level higher than the previous year) will increase by 5% as measured by the 2011 NYSESLAT.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines*	**September 2010- June 2011** Professional development –strategies for ELLs, articulation between classroom teachers and ESL teachers, intense analysis of NYSESLA scores by all members of school community, Inquiry focus on level 1 and level 2 students, after school program for beginners. Increase technology such as *SMARTBOARDS* to enhance and improve student learning and progress. All staff members and school community
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	❑ Title III Funds ❑ Tax levy Funds
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.*	❑ Measure and monitor student progress at 6 week intervals ❑ Acuity/ELL and ELA Predictive assessments to identify areas of need. ❑ Student portfolio/teacher observation ❑ Student portfolio, running records, teacher observation ❑ Results of 2011 NYSESLAT and ELA Tests ❑ ESL students will score at least one level higher than last year on the NYSESLAT.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): 5. Parent Involvement

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	During the 2010-2011 school year, the number of parents at P.S. 226 improving their attendance at workshops increase by 10% as measured by attendance at meetings and responses to the Learning Environment survey.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines*	**September 2010- June 2011** Monthly parent workshops Monthly PTA meetings Family Reading Night, Math Night, Game night, International Food Night All staff members, parents, parent coordinator outside vendors and school community
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	❑ Title I Funds ❑ Tax levy Funds ❑ Parent Involvement
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.*	❑ Parent sign in at monthly events ❑ An increase in parent response to the Learning Environment Survey in 2010-2011. ❑ At least 30 more parents will attend school events.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	11	0	**N/A**	**N/A**	0	0	1	1
1	65	0	**N/A**	**N/A**	2	0	3	1
2	51	0	**N/A**	**N/A**	6	0	1	0
3	48	10	**N/A**	**N/A**	1	0	1	6
4	60	4	**0**	**0**	2	0	0	0
5	71	3	**4**	**0**	4	0	2	0
6	25	8	9	8	2	0	1	0
7	26	10	2	0	2	0	2	0
8	17	9	7	3	10	0	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Our Scientifically Based Research Programs include: Wilson: A phonemic based program taught in a succession of consonants, blends and vowels. Small group instruction will be provided daily during school hours, for grades 3-5. Quick Reads: A fluency and comprehension-based program for grades 3-5. Small group instruction of six students is provided. Leveled Literacy Intervention: A blended program of phonics, vocabulary, comprehension and fluency. Small group instruction is provided for grades 1-5. The reading kits contain materials for reading levels a-J and C-N. Great Leaps: A reading program that uses proven instructional tactics to teach reading fluency in grades 1 and 2. Students work individually with an instructor for fifteen minutes per day (three days per week minimum). Extended Day Tutorial: Offers additional instructional support for at-risk students two days a week for 50 minutes each day. Our AIS Teachers instruct students based on their targeted needs in small groups or individually. Our Literacy Coach and Lead ELA teacher attend workshops and turnkeys Best Practices in literacy to the staff.
Mathematics:	Math After School Program will be held twice a week for 90 minutes per day in Grades 3- 8. Our Level 1 and level 2 students will have their needs analyzed and instruction will be delivered to meet their needs. These students are targeted for not making adequate yearly progress in math. Activities will include flexible and small-group instruction based on individual student needs and will reinforce literacy and math concepts as well as applications. AIS in mathematics will be provided in grades 3-8 for targeted Level 1 and 2 students and will be determined by standardized math scores, teacher assessments, as well as professionally developed assessment tools. Instruction for targeted students will be in small groups and will include vocabulary development in the content areas, use of manipulatives and development of problem solving, critical thinking skills, concepts and applications. Extended Day Tutorial: Offers additional instructional support for at-risk students two days a week for 50 minutes each day. Our Lead Math teacher who attends workshops, turnkeys Best Practices in math to the staff.

Science:	AIS in Science will be provided for targeted Level 1 and 2 students and will be determined by standardized science scores (Grades 4 and 8), teacher assessments, as well as professionally developed assessment tools. Instruction for targeted students will be in small groups and will include vocabulary developments in the content areas, use of manipulative and development of problem solving and critical thinking skills. Extended Day Tutorial: Offers additional instructional support for at-risk students two days a week for 50 minutes each day.
Social Studies:	AIS in social studies will be provided for targeted Level 1 and 2 students and will be determined by standardized Social studies scores (Grades 5 and 8), teacher assessments, as well as professionally developed assessment tools. Instruction for targeted students will be in small groups and will include vocabulary development, writing and comprehension in the content areas and development of critical thinking skills. Extended Day Tutorial: Offers additional instructional support for at-risk students two days a week for 50 minutes each day.
At-risk Services Provided by the Guidance Counselor:	We provide daily intervention involving group and/or individual student counseling, home-school contact as well as technical assistance to the pedagogical staff. We offer: √ Lead Conflict Resolution Program √ Crisis Intervention √ Career Counseling
At-risk Services Provided by the School Psychologist:	Clinical counseling will be offered to the students, during the day, as needed. IEP mandates will be met for the students. Home –school contact will be initiated.
At-risk Services Provided by the Social Worker:	At-risk counseling will be offered to general education population to address issues and concerns. Emphasis will be on socialization and crisis intervention as needed. Small group /individual conferencing will take place during the school day.
At-risk Health-related Services:	The Pupil Personnel Team meets twice per month and as needed to provide intervention planning for all students identified as at-risk. Individual cases of Tier I, II and III intervention for students in groups are reviewed by the committee of administrators, teaching and support staff. Specific intervention services are discussed and periodically monitored by the Pupil Personnel Team to assess progress. Occupational/ Physical Therapy- Children at-risk are seen during the 50-minute tutorial based on the needs determined by the Pupil Personnel Team.

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

NCLB/SED requirement for all schools

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

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.

Section I. Student and School Information

Grade Level(s)K-8 **Number of Students to be Served:** 223**LEP** 674**Non-LEP**

Number of Teachers 76 **Other Staff (Specify)**32 paraprofessionals and 15 other staff: 3 supervisors, 2 secretaries, 1 Social Worker, 2 School Psychologists, 1 Guidance Counselor , 2 physical therapists, 3 occupational therapists and 1 attendance teacher

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

We have five fully certified ESL teachers who service our 223 ELL students within the school day. All of our ESL teachers teach a freestanding ESL program. We also have two bilingual Yiddish Special Education bridge classes grades (6/7 and 7/8). The Freestanding ESL program is provided in English using a blended model of push-in and pullout. The pullout program consists of our newcomers and selected beginner students being serviced with 5 periods of push-in and 3 periods of pullout (360 minutes per week) while our Intermediate and Advanced students are serviced using the push-in model. In grades K-2 the ESL provider pushes in to the classroom during guided reading to lower the pupil teacher ratio and to provide intensive small group instruction. In grades 3-8 the ESL provider pushes in to the classroom during content area subjects such as Science

and Social Studies. Pushing in to the content areas ensures that ESL Standard 5: English for cross-cultural knowledge and understanding is met. The NYSESLAT scores and LAB-R scores are used to make determinations in grouping students and programming. Additionally, the results of the ELL Interim Assessment is analyzed to create differentiated lessons to help English Language Learners meet the standards. In the past, our Inquiry Team has focused on our Elementary and Middle School ELLs who scored at levels 1 & 2 on the ELA exam. The team analyzed the running records, the Predictive and ITA results. The team generated a list of common skills and strategies the target students did not master. The team offered the classroom teachers instructional practices to help raise the awareness of the skills and strategies that have not been mastered by the targeted students. Additionally, the Inquiry team members took low-inference transcripts and made suggestions based on their observations. Most of our English Language Learners quickly develop Basic Interpersonal Skills (BICS), thereby enabling the ESL teachers to focus their instruction on Cognitive Academic Language Proficiency (CALP). In order for our English Language Learners to develop English language proficiency, our ESL staff uses effective practices in instructing ELLs including: Modeling, Bridging, Contextualizing, Schema building and Metacognitive Development. ESL instruction is aligned with the comprehensive core curriculum in literacy and all content areas in order to increase comprehension, verbal and nonverbal clues. As our ELLs develop competency in English, we build from language that is already understood and experienced, using other strategies such as, graphic organizers, collaborative learning, peer-tutoring and hands-on learning opportunities. Instructional materials include: The Oxford Picture Dictionary for Kids (it contains: posters, tapes, and language development activities), Addison Wesley ESL series, Scholastic Magazines – Story Works & Scope, Great American Stories, Benchmark Non-fiction books, Explode the Code, Beginning Readers with tapes and Scott Foresman Reading Street ESL components. Selected components of On Our Way to English in Grades K-3, and selected components of Into English Series by Hampton Brown are used to supplement the push-in ESL program for newcomers.

The language and the instructional appraoches/methods used to make content comprehesible are as follows:
Reading - At P.S. 226 we use the workshop model for ELA following Prentice-Hall Literature Series in the Middle School and Scott Foresman Reading Street program in the Elementary School. We have curriculum calendars for every grade. Teachers base their lessons upon pre-assessments, running records, teacher observations, conferences and post-assessments. Students select just right reading books to practice skills and strategies taught throughout the different genres. Work is adjusted for ELLs through differentiated instruction. Particular emphasis is placed on content specific vocabulary and genre study.
Writing-Last year our school focused on writing and will continue to build upon our work in this area. On demand writing assessments are given three times a year. Teachers plan their units based on the students needs. Additionally, we have purchased Writing Fundamentals by School Wide Incorporated in K-5 to further assist in delivery of instruction. The program offers suggestions for teaching ELLs at all levels. Reading Street has an extensive writing component, which address all sub groups including ELLs. The ELLs are given support through writing prompts, graphic organizers, visual aids and read aloud trade books.. Prentice Hall Literature also has a writing component to the program, which addresses all sub groups including ELLs.

Math – School wide, we use an investigatory model to teach math. In addition, each teacher has an interactive math content word wall to help make content comprehensible to our ELLS. Accountable talk is encouraged to help students comprehend the content. Our teachers use EveryDay Math in grades PreKindergarten through 5. Through assessments and conferring, teachers plan lessons and group students based on their needs. This

program offers strategies for teaching ELLs, students at risk, as well as for students at and above the standards. Teachers provide manipulatives to enhance understanding of the concepts. The program provides differentiated instruction for practice time to help the ELLs comprehend the content. In our Middle School, we are using Impact Mathematics. Our 8th grade Excel class is using Prentice Hall Integrated Algebra. Our Middle School Math Department differentiates instruction and uses flexible grouping to assist our ELLs.

Science – Our Science program is a hands-on exploratory program. The program consists of a combination of textbooks and FOSS Kits. The children work in small groups to confirm or revise their hypothesis to a scientific problem. Inquiry and critical thinking skills are at the core of our program. ELLs work in small flexible groups. Vocabulary is emphasized and realia is used to assist ELLS in comprehending the content.

Social Studies – Primary sources are used to help our ELLs interpret and comprehend the concepts. Vocabulary is also emphasized. Textbooks are used along with simulations, pictures, Readers' Theatre, maps, globes, and other hands-on documents to assist ELLs in comprehending the content.

We will continue to administer the ELL Interim Assessments during the 2010-2011 school year. The results of the ELL Interim Assessment will be used to drive instruction and to differentiate lessons and materials to help English Language Learners meet the standards for English Language Arts.

In order to provide additional instructional support to our English Language Learners, our ESL teachers target newcomer and beginner ELLS in an after-school ESL program twice a week, Monday and Wednesday from 3:15.P.M.-4:45 P.M. There will be approximately 50 children invited to the program. These students also stay for our extended day program. The teachers emphasize vocabulary and writing during the extended day tutorial. We anticipate that we will offer our advanced ELLs in grades 3-8 an After-School ELA and Math program later this year. Our at-risk ELL students are invited to stay for our extended day tutorial program on Monday and Wenesday from 2:20 - 3:10 P.M. Non-academic extracurricular programs for our middle school students include the CHAMPS Program, a soccer program, basketball and volleyball in which our students compete against other middle schools. We have a dance team and student government. Our elementary school students are involved in a music program, which includes the recorder, violin and guitar. Each month a grade participates in a performance enjoyed by the school community. Our Middle School has been awarded a 21st Century grant. This program is offered to students in grades 5-8 Monday through Thursday. The grant has several components including: leadership that offers volunteering in the community, an academic enrichment program and the arts. The students may choose from Visual Arts (Mural Making, Sculpture, Percussion, Collage, Self-Portrait), Ballroom Dancing, and Technology. Students are also offered a program through a Middle School Theater enhancement grant. This program is called Broadway Junior and adds addtiional music and arts education.
Title III monies will be used for professional salaries for our after-school ESL program. We plan to have an ESL after-school program consisting of four classes, comprised of children in grades 3-8. Two classes will consist of newcomers and two classes will consist of beginners. Title III monies will be scheduled to pay for these services. Additionally, Title III monies will be used to purchase supplies and materials to supplement and provide additional curricula materials. We will continue to build upon the use of technology. Two SMART Boards will be purchased for the ESL department

so that technology can beinfused in the content areas. The electronic SMART Board can accommodate different learning styles as it is interactive and provides visuals for ELL students. Finally, money will be scheduled for the use of interpreters during parent-teacher conferences, evening meetings and family nights.

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.

Our ESL students present a unique challenge for classroom teachers. Staff members who work with these students need ongoing professional development so that they can help the students achieve proficiency in English language, as well as, in all academic content areas. As educators, we must continuously reflect on our teaching and update our practices to meet the needs of our ELL students and focus on effective ways to help them reach their potential. In order to help our staff to become more sensitive to the needs of the ELL population and aiming at academic success, we provide the teachers with ongoing professional development throughout the year. The teachers attend various workshops that deal with a wide variety of topics and issues of which the following is a partial list:

- Guidelines and procedures for identifying and placing new English Language Learners
- Strategies and approaches to help classroom teachers enable ELL students to participate effectively in academic classroom activities
- Teaching critical thinking skills to ELL students
- Using ESL methodology in a Balanced Literacy Program
- Teaching study skills to ELL students
- Bilingual Strategies presented by NYU

All staff members attended a full-day professional development session on Strategies for Developing English Language Learners from New York University staff where they learned to interpret and analyze NYESESLAT scores. At the beginning of the 2010-2011 school year, staff members have utilized ARIS to obtain NYSESLAT scores and interpret them to inform their instruction and their grouping. In addition, professional development/exploration of effective practices will be offered throughout the year during Inquiry team meetings, collaborative team meetings, turn-key training from meetings attended and study groups.

Form TIII – A (1)(b)

School: **P.S. 226** **BEDS Code:** **332100010226**

Title III LEP Program
School Building Budget Summary

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	$21,150	Per Session: 336 hours – Teacher 84 hours - Supervisor
Purchased services - High quality staff and curriculum development contracts.	Not Applicable	Not Applicable
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$4,320.00 $8,850.00	Instructional Materials: Finish Line, Line, NYSESLAT, etc. 2 SMART Boards
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	$34, 320.00	

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.

Upon registration the school secretary contacts one of our ESL teachers. The ESL teacher identifies the language the students and the parents speak through the use of the Home Language Identification Survey that is available in many of the languages our new entrants and their parents speak. This survey asks parents which language they prefer to have the school use to communicate with them. Our school at present has personnel who speak Spanish, Chinese, Russian, Urdu, Italian, Pilipino, Yiddish, Arabic and Uzbek. Many of the parent ELL forms are available in different languages. Our ESL staff keeps lists of students and their native languages for our Parent Coordinator, supervisors and testing coordinator. In addition, the classroom teachers survey their students at the beginning of the year to indicate the language the family prefers to receive notices in and have the school communicate with them.

Our Parent Coordinator is our liaison with the school community. She holds meetings for parents and keeps parents up to date and involved in our school's activities. She helps to provide translation services for our non-English speaking parents. She acts as an outreach to the community.

Letters from the school to the home are written in English. We add the NYC Department of Education notice at the top of each letter in various languages, which state, "this is important and should be translated." We estimate that 25% of our letters will be translated into Spanish, Arabic, Russian, Chinese and Urdu. There are employed personnel to translate important letters sent home. We have 5 teachers and paraprofessionals fluent in Spanish, 4 who are fluent in Russian, 1 fluent in Urdu, 2 fluent in Chinese, 2 fluent in Yiddish and 2 fluent in Arabic.

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.

Our school needs interpreters for parents at the various meetings that are held. Translations of notices are needed so that parents are aware and understand what school functions are taking place. Our non-English parents further need to understand how and when their children are tested and assessed. In order to help parents feel welcome and comfortable at our school's functions, written translations of school memos to parents, as well as, oral translators at parent meetings and workshops are necessary. The Parent Coordinator, ESL teachers and administrators work together for the benefit of our non-English speaking school and parent body.

Part B: Strategies and Activities

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

The written translation services that the school will provide will be obtained from the on-line services of the NYC Department of Education when applicable. We will also use in-house services from our school personnel and our parents. We have five teachers and paraprofessionals fluent in Spanish, 4 fluent in Russian, 1 fluent in Urdu, 2 fluent in Chinese and 2 fluent in Arabic. In addition, we have personnel that speak other languages such as Yiddish, Uzbek, Italian and Pilipino.

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.

In-house school staff or parent volunteers will serve as oral interpreters during parent meetings, workshops and at parent-teacher conferences as necessary. In-house translators will be used for phone calls to non-English parents as well.

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.

To fulfill Section VII of Chancellor's Regulations A-633, our school has a sign posted near the main entrance indicating the room where a copy of such written notification can be obtained. Through our Parent Coordinator, parents will be able to access the services via the Internet. We need oral translators during and after school hours to serve as interpreters for parent workshops, meetings and family nights. In order to fulfill the Chancellor's Regulations we allocate funding to pay the translators for their services outside of the school day.

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

The written translation services that the school will provide will be obtained from the on-line services of the NYC Department of Education when applicable. We will also use in-house services from our school personnel and our parents. We have five teachers and paraprofessionals fluent in Spanish, 4 fluent in Russian, 1 fluent in Urdu, 2 fluent in Chinese and 2 fluent in Arabic. In addition, we have personnel that speak other languages such as Yiddish, Uzbek, Italian and Pilipino.

5. 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.

In-house school staff or parent volunteers will serve as oral interpreters during parent meetings, workshops and at parent-teacher conferences as necessary. In-house translators will be used for phone calls to non-English parents as well.

6. 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.

To fulfill Section VII of Chancellor's Regulations A-633, our school has posted a sign near the main entrance indicating the room where a copy of such written notification can be obtained. Through our Parent Coordinator, parents will be able to access the services via the Internet. We need oral translators during and after school hours to serve as interpreters for parent workshops, meetings and family nights. In order to fulfill the Chancellor's Regulations we allocate funding to pay the translators for their services outside of the school day.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	$602,228	$223,065	$825,203
2. Enter the anticipated 1% set-aside for Parent Involvement:	$ 6,022	$ 2,231	$8,253
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$30,111	*	
4. Enter the anticipated 10% set-aside for Professional Development:	$60,222	*	

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.

   Not Applicable

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

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

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

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

Parental Involvement Policy

Public School 226 will involve parents in the planning, review, and improvement of Title 1 programs. Parents will be invited to a meeting that will inform them of the programs that will be offered to their children during the school year. The meetings will include a description and an explanation of the school's curriculum, and the programs that are funded by Title 1. Parents will be encouraged by the school to attend these meetings to ensure ongoing communication and parental involvement in many ways such as through workshops and conferences. Training and materials for parents will also be provided to help them work with their children to improve their academic achievement. Workshops on Testing, meeting state standards, homework help, coping with children socially and emotionally, using the Internet safely and parenting skills will be provided by staff and the 21st Century Grant program.

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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and

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

School-Parent Compact
Public School 226 will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. Parent-teacher conferences will be held to discuss this compact and how it relates to their child's progress. Report cards will also be provided to parents. Staff will accessible to parents to discuss any concerns that may arise. Parents will be given the opportunity to volunteer and participate in their child's class and to observe classroom activities.

Parents will support their children's learning in the following ways:

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school and the Department of Education whether received by my child or by mail and responding, as appropriate.
- Monitoring attendance.
- Making sure that homework is completed.
- Serving to the extent possible, on policy advisory groups.
- Attend parent workshops and PTA meetings.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.

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.

A comprehensive needs assessment can be found in this document under action plans.

2. Schoolwide reform strategies that:
    a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    b) Use effective methods and instructional strategies that are based on scientifically-based research that:
        - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
        - Help provide an enriched and accelerated curriculum.
        - Meet the educational needs of historically underserved populations.
        - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
        - Are consistent with and are designed to implement State and local improvement, if any.

ALL of the above are addressed in our ACTION Plans.

3. Instruction by highly qualified staff.

The school will provide professional development for the staff to improve and maintain high standards. We will use collaborative team Inquiry process, Assistant Principals, Network Support Specialists, and in-house professional development programs to ensure the highest quality instruction for our students. We have monthly grade conferences, department meetings, cluster meetings, and monthly faculty meetings. Professional learning opportunities are offered to the staff. The information from important workshops is turn keyed to the staff. Technology is infused in the teaching practices at P.S./I.S. 226.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

There is on-going professional development throughout the school year. Teachers, principals, and paraprofessionals will attend workshops that are offered throughout the city.

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

We will attend new teaching fairs, use the services of the Fellows Programs, and encourage staff to take advantage of tuition reimbursement programs offered various colleges and universities. Teachers are hired in license and on level.

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

Workshop will be offered on timely subjects based on parent surveys and needs assessments. Workshops will have interpreters for non-English speaking parents. Parent- Teacher conferences will have interpreters of various languages to assist non-English speaking parents to articulate with their child's teacher. We offer family literacy night and game night to increase parent involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We will help preschool children transition from early childhood programs with the help of a Pre-K social worker that has been assigned by Tweed. This social worker will visit the school on a weekly basis and assist our staff in helping the students make a smooth and effective transition into the public school setting. There will be workshops held for the parents of these students. These workshops will include reading to your child and Mommy and Me. Students come in at staggered times during the first days of school and gradually increase the time they attend school so students will adjust to their setting.

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.

Measures used to include teachers in decisions making regarding the use of academic assessments are collaborative planning sessions. Teachers meet horizontally and vertically, monthly grade conferences/department meetings, on-going Pupil Personnel Team, Core Instructional Team Meetings, Inquiry Team Meetings and School Leadership Team meetings.

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.

To ensure that students with difficulties are identified and needs are addressed the following programs are in place: Quick Reads, Wilson, Leveled Literacy Intervention, Great Leaps, After School ELA and Math for at-risk students and Extended Day tutorial. We offer an after-school ESL instructional program for our newcomer and beginner English Language Learner students.

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.

Programs funded from the Federal, State and local services include:

- Lincoln Center Focus School
- Urban Advantage
- Urban Environment
- Broadway Junior
- 21st Century Grant

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA

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

Program Name	**Fund Source** *(i.e., Federal, State, or Local)*	**Program Funds Are "Conceptually"[1] Consolidated in the Schoolwide Program (✓)**			**Amount Contributed to Schoolwide Pool** *(Refer to Galaxy for FY'11 school allocation amounts)*	**Check (✓) 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 (✓)**	**Page #(s)**
Title I, Part A (Basic)	Federal	✓					
Title I, Part A (ARRA)	Federal	✓					
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓					

[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.

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: _____ **SURR[3] 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.

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.

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.

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

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

[3] School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: 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

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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.)

   Presently, we do not have any families living in temporary housing.

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

   In the past, P. S. 226 has worked closely with the families of students in Temporary Housing. Our parent coordinator has contacted the local Assemblymen to assist in the facilitation of the Section 8 process, so that the families can obtain suitable housing. “Heart-Share” was also has been contacted to obtain a bilingual Spanish counselor to interpret for families as they work through the housing process. The school has given Metro –cards to these students to enable them to travel to the school, since their placements are outside walking distance to the school. Our social worker and guidance counselor have also worked with our students to give them extra support during this time of transition. The staff has collected money to aid students and their families while they search for permanent housing.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

(THIS SECTION WASINTENTIONALLY LEFT BLANK FOR 2010-11)

Title I Parent Involvement Policy and Parent-School Compact for P.S./I.S. 226

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS/I.S. 226, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S./I.S. 226's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. P.S./I.S. 226 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology). For example, we offer various workshops for parents through our 21st Century Grant Program. Our PreK Social Worker offers workshops to parents of our early grade students. The Parent Coordinator houses a lending library and tapes to assist parents as well. The PTA surveys parents and works cooperatively with the Principal to bring in guest speakers and presenters on timely topics;

2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. To this end, we hold parent orientation meetings at the beginning of each school year we host a Middle-School Open House, a Kindergarten Open House and offer Family Night Events;

3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. We send home mid-year progress reports to ensure parents are informed of their child's progress. We have translators available during parent-teacher conferences. Teachers communicate with parents through student planners, E-mails, letters and phone calls;

4. providing assistance to parents in understanding City, State and Federal standards and assessments. The Parent Coordinator works to ensure every parent has access to ARIS. The Principal reviews how to read ARIS reports at a PTA meeting;

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. School Messenger is a phone service, which is set-up to call and inform parents when their child is late and/or absent, when there is a parent meeting, conferences, half-day schedules, etc. This service is available in the preferred home-language of the parent. We have class parents who reach out to the class community to inform them about important events and information;

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. The Guidance Counselor and School Social Worker work with staff to outreach to the parents.

P.S./I.S 226's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S./I.S. 226 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S./I.S. 226 will:

- actively involve and engage parents during School Leadership Team Meetings in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a

dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. Our Parent Coordinator is readily accessible to all parents by phone, E-mail or in person at the school. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.) Our Parent Coordinator encourages all parents to access ARIS and other school reports. She is available to answer any questions;

- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening), to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions. Our meetings are scheduled monthly and on a needs basis;

- translate all critical school documents and provide interpretation during meetings and events as needed.

P.S./I.S. 226 will further encourage school-level parental involvement by:

- hosting educational family events/activities such as Family Night activities such as Literacy Night and Game Night during Open School Week and throughout the school year. All students participate in a monthly performance seen by the entire school community. Children in grades 5-8 participate in Broadway Junior.

- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association) and Title I Parent Advisory Council. In addition, parents are encouraged to volunteer as class parents;

- establishing a Parent Resource Center or lending library; instructional materials for parents. These resources are housed in room 153.

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress. We provide Mid-Year progress reports to parents. The teachers contact parents throughout the school year when improvement is shown and when children are struggling.

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress. Each grade distributes a monthly newsletter informing parents of the curriculum and specific activities on the grade. The Parent Coordinator distributes a monthly newsletter informing parents of school news and activities. We also have a school web site, which provides information on school activities.

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand; School planners are distributed to all students in grades two through eight and used as a communication tool between teachers and parents.

Section II: School-Parent Compact

P.S./I.S. 226, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S./I.S. 226 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and

- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents; and

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)

- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child's education. I will also:

    - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

    - respond to surveys, feedback forms and notices when requested;

    - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

    - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

    - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by_____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

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

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 605	District 21	School Number 226	School Name Alfred De B. Mason

Principal Sherry Tannenbaum	Assistant Principal Joanne Allotta
Coach type here	Coach type here
Teacher/Subject Area Raisa Kagan/ESL Teacher	Guidance Counselor type here
Teacher/Subject Area Jill Barone/Kindergarten	Parent Jenny Wang
Teacher/Subject Area	Parent Coordinator Frances Marzullo
Related Service Provider Vivien Finkelman	Other Angela Saccaro/Data Specialist
Network Leader Wendy Karp	Other type here

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	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
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	2

C. School Demographics

Total Number of Students in School	897	Total Number of ELLs	223	ELLs as Share of Total Student Population (%)	24.86%

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. Describe the steps followed for the initial identification of those students who may possible be ELLs.
At the time of registration, the parent is given a Home Language Identification Survey (HLIS). Our ESL teachers are trained in student intake procedures to discuss home language with the family, and provide assessments to determine eligibility of English Language support services. Our secretary calls one of our five fully certified ESL teachers, David Brooks, Christopher Gaffney, Linda Lauer, Raisa Kagan, or Joanne Shulman to the main office. The trained staff member meets with parents to make an initial determination of the child's home language. An informal oral interview is conducted in English and whenever possible in the native language with the parent and/or child to determine if the child is English proficient. This interview is documented on the front of the HLIS form. The parents are then asked to complete the Home Language Identification Survey showing what language the child speaks at home. If the child does not speak any language other than English, the student is not an ELL and the student enters a general education program. If the child speaks a language other than English and speaks little or no English, then we administer an initial assessment, the Language Assessment Battery-Revised (LAB-R). If the student scores at or above proficiency the student is not an ELL and enters a general education program. If the student is an ELL, we place the student in an ESL program by exercising the parental option. In spring, we administer the New York State English as a Second Language Achievement Test (NYSESLAT). If the student scores below proficiency the student is an ELL and continues services. If the student scores at or above proficiency, the student is no longer an ELL and the student can enter a general education program.

2. What structures are in place to ensure that parents understand all three-program choices (Transitional Bilingual, Dual Language, Freestanding ESL)?
As mandated by the Department of Education, at the beginning of the school year, our five fully certified ESL teachers, David Books, Christopher Gaffney, Linda Lauer, Raisa Kagan, and Joanne Shulman, as well as, bilingual interpreters, provide the parents of newly admitted English Language Learners with an orientation workshop. Letters inviting the parents to the orietation meeting are sent home in the many languages spoken at our school. At this workshop, parents are informed of the various choices they may make in deciding which educational program will best suit the needs of their children. The parents also receive information regarding school expectations, assessments, and the state standards. At this meeting, each parent is given a parent guide in their native language from the New York City Department of Education. In addition, parents watch a video in their native language, which also explains the program choices available to them. We also meet with parents of newly admitted students on a daily basis to explain their program choices. We use an interpreter when necessary. If parents do not select a program, the student is automatically placed in a bilingual class, if it is available. All our ELLs receive at least ESL classes. We average about thirty parents who attend our orientation workshop. Many parents have older children already in our school and they return the parent survey with their choices without attending the orientation. Some parents call the

school with specific questions.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?
We use translated materials (brochures, DVDs) provided by the Office of ELLs as needed. Informational and question/answer sessions are provided through group orientations at the beginning of the year. Throughout the year we inform parents in a number of ways, including meetings and phone calls. We provide parents with notification letters of their child's eligibility for services. Our ESL teachers contact parents to ensure compliance. If a child scores below proficiency on the LAB-R then we provide a Parent Entitlement Letter and a Parent Survey and Program Selection Form at a parent orientation or parent meeting. If the children score at or above the proficiency level on the LAB-R, a Non Entitlement Letter is sent home. If a student scores below proficiency on the NYSESLAT then a Continued Entitlement Letter is sent home. If the child scores at or above proficiency on the NYSESLAT then a Non Entitlement letter is sent home.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must include any consultation/communication activities with parents in their native language.
Students are placed in ESL program within ten school days of enrollment. Bilingual classes are formed when there are 15 or more students on two contiguous grades. If there aren't enough students to form a bilingual class, parents can opt for another school in District 21, or stay in the ESL program at our school. If our school does not have a bilingual program in the native language of the student, we inform parents of a school where such a program exists. We use the Office of ELLs' website for a list of schools and the programs offered throughout New York City. Most of our parents opt to stay in our school and select ESL on the parent survey and selection form. We make many attemts to ensure the parents return the forms with their selection. If parents do not select a program, the student is automatically placed in a blingual class, if available, or an ESL class. At the very least, all our ELLs receive ESL instruction.

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?
After reviewing the Parent Survey and Selection forms and meeting with parents at our orientation meetings for the past few years, we have found that we do not have a sufficient number of students in any one particular language to form a bilingual class. However, we do have enough students to form two bilingual special education Yiddish classes. One class is a bridge class made up of sixth and seventh graders. The other class is also a bridge class made up of seventh and eighth graders. Many parents did return the Survey and Selection forms indicating their preference for an ESL program for their children. Therefore, at this time, our plan is to have two bilingual Yiddish classes (grades 6/7 and 7/8) as well as a freestanding ESL program comprised of a collaborative push-in and a pullout model for the 2010-2011 school year. The majority of parents of our English Language Learners in general education indicated a preference for ESL on the parent survey and selection form.

6. Are the programs offered at your school aligned with what parents have been requesting?
The programs offered at our school are aligned with what parents have been requesting. We have two bilingual self-contained special education Yiddish classes. These classes were formed based on parental requests on the Survey and selection forms and the numbers of students to form a bilingual class. All other entitled students receive Freestanding ESL services. We have two teachers of ELLS wthout ESL/Bilingual certification . They both speak Yiddish and are teaching our two Bilingual Yiddish Special Education bridge classes (alternate assessment) classes. One of these teachers has completed some college credits toward Bilingual certification. He is expected to be fully certified in January, 2011.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☒ 7☒ 8☒ 9☐ 10☐ 11☐ 12☐

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	1	1	0	0	0	0	**2**
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Push-In	5	5	4	3	2	3	2	2	3	0	0	0	0	**29**
Total	**5**	**5**	**4**	**3**	**2**	**3**	**2**	**3**	**4**	**0**	**0**	**0**	**0**	**31**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	223	**Newcomers (ELLs receiving service 0-3 years)**	132	**Special Education**	64
SIFE	0	**ELLs receiving service 4-6 years**	19	**Long-Term (completed 6 years)**	8

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									
	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	Total
TBE	0	0	0	0	0	0	16	0	16	16
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	157	0	25	35	0	16	15	0	7	207
Total	**157**	**0**	**25**	**35**	**0**	**16**	**31**	**0**	**23**	223

Number of ELLs in a TBE program who are in alternate placement: 0

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	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
French	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Other __	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): 0	Number of third language speakers: 0
Ethnic breakdown of EPs (Number):	
African-American: 0 Asian: 0	Hispanic/Latino: 0
Native American: 0 White (Non-Hispanic/Latino): 0	Other: 0

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	10	11	10	12	9	11	4	2	2	0	0	0	0	**71**
Chinese	8	4	5	3	4	2	3	3	5	0	0	0	0	**37**
Russian	6	8	4	3	4	4	2	3	3	0	0	0	0	**37**
Bengali	0	0	0	0	1	0	0	0	0	0	0	0	0	**1**
Urdu	3	2	3	2	3	0	0	2	2	0	0	0	0	**17**
Arabic	2	4	2	2	1	0	1	1	2	0	0	0	0	**15**
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
French	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Punjabi	0	0	0	1	0	1	0	1	0	0	0	0	0	**3**

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
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Albanian	0	2	1	0	0	1	1	0	1	0	0	0	0	**6**
Other	2	3	2	0	1	5	5	8	10	0	0	0	0	**36**
TOTAL	**31**	**34**	**27**	**23**	**23**	**24**	**16**	**20**	**25**	**0**	**0**	**0**	**0**	**223**

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.

1. How is instruction delivered?

We have five fully certified ESL teachers who service our 223 ELL students within the school day. All of our ESL teachers teach a freestanding ESL program. We also have two bilingual Yiddish Special Education bridge classes grades (6/7 and 7/8). The Freestanding ESL program is provided in English using a blended model of push-in and pullout. The pullout program consists of our newcomers and selected beginner students being serviced with 5 periods of push-in and 3 periods of pullout (360 minutes per week) while our Intermediate and Advanced students are serviced using the push-in model. In grades K-2 the ESL provider pushes in to the classroom during guided reading to lower the pupil teacher ratio and to provide intensive small group instruction. In grades 3-8 the ESL provider pushes in to the classroom during content area subjects such as Science and Social Studies. Pushing in to the content areas ensures that ESL Standard 5: English for cross-cultural knowledge and understanding is met. The NYSESLAT scores and LAB-R scores are used to make determinations in grouping students and programming. Additionally, the results of the ELL Interim Assessment is analyzed to create differentiated lessons to help English Language Learners meet the standards. In the past, our Inquiry Team has focused on our Elementary and Middle School ELLs who scored at levels 1 & 2 on the ELA exam. The team analyzed the running records, the Predictive and ITA results. The team generated a list of common skills and strategies the target students did not master. The team offered the classroom teachers instructional practices to help raise the awareness of the skills and strategies that have not been mastered by the targeted students. Additionally, the Inquiry team members took low-inference transcripts and made suggestions based on their observations. Most of our English Language Learners quickly develop Basic Interpersonal Skills (BICS), thereby enabling the ESL teachers to focus their instruction on Cognitive Academic Language Proficiency (CALP). In order for our English Language Learners to develop English language proficiency, our ESL staff uses effective practices in instructing ELLs including: Modeling, Bridging, Contextualizing, Schema building and Metacognitive Development. ESL instruction

is aligned with the comprehensive core curriculum in literacy and all content areas in order to increase comprehension, verbal and nonverbal clues. As our ELLs develop competency in English, we build from language that is already understood and experienced, using other strategies such as, graphic organizers, collaborative learning, peer-tutoring and hands-on learning opportunities. Instructional materials include: The Oxford Picture Dictionary for Kids (it contains: posters, tapes, and language development activities), Addison Wesley ESL series, Scholastic Magazines – Story Works & Scope, Great American Stories, Benchmark Non-fiction books, Explode the Code, Beginning Readers with tapes and Scott Foresman Reading Street ESL components. Selected components of On Our Way to English in Grades K-3, and selected components of Into English Series by Hampton Brown are used to supplement the push-in ESL program for newcomers.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levers in each program model?
Our school's administrators along with the ELL Instructional Specialists from our network review the ESL teachers' schedule to make sure the mandated number of instructional minutes is provided according to NYS CR Part 154 instructional requirements for English Language Learners. Teachers are assigned groups of students in order to meet the mandates.

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.
Reading - At P.S. 226 we use the workshop model for ELA following Prentice-Hall Literature Series in the Middle School and Scott Foresman Reading Street program in the Elementary School. We have curriculum calendars for every grade. Teachers base their lessons upon pre-assessments, running records, teacher observations, conferences and post-assessments. Students select just right reading books to practice skills and strategies taught throughout the different genres. Work is adjusted for ELLs through differentiated instruction. Particular emphasis is placed on content specific vocabulary and genre study. The language and the instructional appraoches/methods used to make content comrprehesible are as follows:
Writing-Last year our school focused on writing and will continue to build upon our work in this area. On demand writing assessments are given three times a year. Teachers plan their units based on the students needs. Additionally, we have purchased Writing Fundamentals by School Wide Incorporated in K-5 to further assist in delivery of instruction. The program offers suggestions for teaching ELLs at all levels. Reading Street has an extensive writing component, which address all sub groups including ELLs. The ELLs are given support through writing prompts, graphic organizers, visual aids and read aloud trade books.. Prentice Hall Literature also has a writing component to the program, which addresses all sub groups including ELLs.
Math – School wide, we use an investigatory model to teach math. In addition, each teacher has an interactive math content word wall to help make content comprehensible to our ELLS. Accountable talk is encouraged to help students comprehend the content. Our teachers use EveryDay Math in grades PreKindergarten through 5. Through assessments and conferring, teachers plan lessons and group students based on their needs. This program offers strategies for teaching ELLs, students at risk, as well as for students at and above the standards. Teachers provide manipulatives to enhance understanding of the concepts. The program provides differentiated instruction for practice time to help the ELLs comprehend the content. In our Middle School, we are using Impact Mathematics. Our 8th grade Excel class is using Prentice Hall Integrated Algebra. Our Middle School Math Department differentiates instruction and uses flexible grouping to assist our ELLs.
Science – Our Science program is a hands-on exploratory program. The program consists of a combination of textbooks and FOSS Kits. The children work in small groups to confirm or revise their hypothesis to a scientific problem. Inquiry and critical thinking skills are at the core of our program. ELLs work in small flexible groups. Vocabulary is emphasized and realia is used to assist ELLS in comprehending the content.
Social Studies – Primary sources are used to help our ELLs interpret and comprehend the concepts. Vocabulary is also emphasized. Textbooks are used along with simulations, pictures, Readers' Theatre, maps, globes, and other hands-on documents to assist ELLs in comprehending the content.

4. How do you differentiate instruction for ELL subgroups?
a. Plan for SIFE – SIFE students are provided with the extra help they need because of their interrupted schooling through AIS services. In the elementary grades we offer Leveled Literacy Intervention (LLI), Quick Reads, Wilson, Great Leaps. In the Middle School we offer Rewards. Additionally, we provide classes in our after school Title III ESL program. We also encourage them to attend after school extended day proram and after-school programs that are available. Peer tutoring is also available for additional support. At present we do not have any SIFE students.
b. Plan for English Language Learners in US school less than 3 years (newcomers) - Based on our extensive and long-term experience as ESL

teachers, we developed programming accommodations for our newly arrived beginning level English Language Learners. We have found that in order for these children to succeed, it is essential that they receive double periods of ESL services in a pullout model for their first year in this country. This enables the student to develop oral/aural language skills in a friendly, non-threatening small group environment. It is also important for these students to acquire the literacy skills they need to function in their regular classroom. These skills are best developed through small group instruction. We monitor the scores from the NYSESLAT as well as the Periodic Assessments and provide AIS to those students not making adequate progress. In order to provide additional instructional support to our English Language Learners, a Title III grant provides funds for implementing an after school ESL program twice a week. We prepare our ELLs for the NYS ELA by using effective practices in ELA instruction and ESL instruction. We emphasize vocabulary development and we don't simplify text but rather "amplify" text. ESL lessons are developed using the SIOP model based on New York State Standards. Academic rigor, Accountable talk, setting clear expectations and use of graphic organizers are fundamentals upon which we base our ESL program. English Language Learners who have reached proficiency are given extra reading and writing help from our A.I.S. specialists and reading program. Articulation between classroom teachers, ESL teachers, and A.I.S. specialists and administration is on-going. This articulation helps monitor the continued success of ELL students who reach proficiency. Students who reach proficiency on the NYSESLAT for the first year are encouraged to participate in our Extended Day program. Our Middle School students also attend the Title III after-school ESL program.

c. Plan for ELLs Receiving Service 4-6 years – This group of ELLS is mandated to attend our extended day program. In addition, they receive intensive small-guided reading instruction focusing on skills and strategies at their instructional reading level by the ESL teacher in grades K-2 and in the content areas in grades 3-8. Additionally, A.I.S. is provided for these students and monitored in six-week cycles. Students who do show progress are re-evaluated for another A.I.S. program.

d. Plan for Long Term English Language Learners (completed 6 years) - Our plan for long term English Language Learners is to encourage them to participate in after-school AIS programs. Participation in our school's AIS programs, such as, Wilson, Quick Reads, and Leveled Literacy Intervention (LLI) is mandated. Pupil Personnel Team evaluations may be requested by classroom teachers and service providers. The Pupil Personnel Team in conjunction with the classroom teacher identifies learning problems that the child may have and suggests remediation/AIS to ensure the student's progress. The progress of the child is tracked by a case manager and is revisited in six-week cycles. The ELL component of Reading Street Program (grades K-5) and Literature Program (grades 6-8) is helpful in aiding these children to reach the standards in English Language Arts.

e. Plan for English Language Learners identified as having special needs - Our English Language Learners with special needs are given individualized differentiated work. They would also be grouped according to their ability level rather than grade level when possible. A push-in model appears to benefit many of our IEP students best.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. Describe your targeted intervention programs for ELLs in ELA, math and other content areas.
In ELA we offer Wilson, a phonetic based program, Quick Reads, a program to improve comprehension and fluency, Leveled Literacy Intervention, a comprehensive program encompassing phonemic awareness, phonics, vocabulary, fluency and comprehension, Rewards, a short-term reading intervention program designed to teach intermediate students a flexible strategy for decoding long words and to increase their oral and silent reading fluency. During Extended Day, paraprofessionals administer Great Leaps Intervention program to targeted children.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
ELLs who reach proficiency on the NYSESLAT are given A.I.S. at the beginning of the year. They are tracked and individual determinations are made as to the length of time the A.I.S. continues. During the first year the ELL becomes proficient the ESL teacher assists them during push-in periods and during Extended Day. Time and a half is given on all formative and summative assessments during this transitional period.

7. What new programs or improvements will be considered for the upcoming school year?
We will continue to administer the ELL Interim Assessments. The results of the ELL Interim Assessment will be used to drive instruction and to differentiate lessons and materials to help English Language Learners meet the standards for English Language Arts. A class comprised of newcomers was considered but has not been implemented at this time.

The staff has participated in sustained professional development on ELL strategies. A consultant has delivered the Professional Development from C.I.T.E. A consultant has also worked four hours a week (two hours on Tuesdays and two hours on Wednesdays) to model lessons and ELL strategies for our teachers who have ELLs in their classrooms.

Our ESL teachers have participated in an After-school study group to learn best practices in teaching vocabulary to ELLs and academic language development. The ESL department receives support throughout the year from our ESL Network Support Specialist, Sheila Singer. Furthermore, our ESL teachers will continue to attend grade conferences with the grades they service and meet with the administration regularly.

Title III monies will be used for professional salaries for our after-school ESL program. We plan to have an ESL after-school program consisting of four clsses, comprised of children in grades 3-8. Two classes will consist of newcomers and two classes will consist of beginners. Title III monies will be scheduled to pay for these services. Additionally, Title III monies will be used to purchase supplies and materials to supplement and provide additional curricula materials. ESL materials from Benchmark Company have been purchased to supplement and enhance our Balanced Literacy program for grades K-5. Finally, money will be scheduled for the use of interpreters during parent–teacher conferences, evening meetings and family nights.

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

Based on researched effective practices for ELLs we will continue our blended E.S.L. push-in/pullout model. In grades K-2 the E.S.L. teachers will push-in during guided reading instruction to reduce the teacher-pupil ratio and provide guided reading instruction. In grades 3-8, the ESL teachers will push-in to the classes during their content area instruction. During push-in periods there will be a greater emphasis on collaborative team teaching between the classroom teacher and the ESL teacher.

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

In order to provide additional instructional support to our English Language Learners, our ESL teachers target newcomer and beginner ELLS in an after-school ESL program twice a week, Monday and Wednesday from 3:15.P.M.-4:45 P.M. These students also stay for our extended day program. The teachers emphasize vocabulary and writing during the extended day tutorial. We anticipate that we will offer our advanced ELLs in grades 3-8 an After-School ELA and Math program later this year. Our at-risk ELL students are invited to stay for our extended day tutorial program on Monday and Wenesday from 2:20 - 3:10 P.M. Non-academic extracurricular programs for our middle school students include the CHAMPS Program, a soccer program, basketball and volleyball in which our students compete against other middle schools. We have a dance team and student government. Our elementary school students are involved in a music program, which includes the recorder, violin and guitar. Each month a grade participates in a performance enjoyed by the school community. Our Middle School has been awarded a 21st Century grant. This program is offered to students in grades 5-8 Monday through Thursday. The grant has several components including: leadership that offers volunteering in the community, an academic enrichment program and the arts. The students may choose from Visual Arts (Mural Making, Sculpture, Percussion, Collage, Self-Portrait), Ballroom Dancing, and Technology. We have a library grant, New Yorkers Read, which focuses on gender difference and motivating boys to read. Some of our ELLs have been selected to participate in this "boys" study group.

10. What instructional materials, including technology, are used to support ELLs?

Some of the materials we use in our ESL program include the following:

- The Oxford Picture Dictionary for Kids (it contains: posters, tapes, and Excellent language development activities.)
- Addison Wesley ESL series
- Scholastic Magazines – Story Works & Scope
- Great American Stories
- Idioms in Everyday Life
- Explode the Code
- Beginning Reader with tapes
- Scholastic Content Area: Reading, Social Studies, and Science
- USA Today
- Stories We Brought With Us
- Scott Foresman Reading Street (ESL component) grades K-5
- Prentice-Hall Literature (ESL component) grades 6-8
- On Our Way to English – Grades K-3 (selected components)
- Into English Series by Hampton Brown (selected components)

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

At P.S. 226 we have two Yiddish self-contained special education classes. We do not offer our students any other classes in Native Language Arts. However, bilingual library books and dictionaries are available. Use of a student's native language is encouraged in our school. Our English Language Learners are encouraged to read library books and write in their native languages. Peer tutors that speak the same native language are used to help newcomers make a smooth transition to their new English language. Translated glossaries are provided in available languages. Popular fictional novels such as Harry Potter have been purchased in Chinese. School personnel are used to translate the student's native language written work as needed. Parents are also provided with notices in their native languages. At parent meetings, translators are made available on site. Testing accommodations through the use of translated versions of state and city tests are made available as needed.

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

Support services available for our ELL population include guidance counseling and social work, nursing care and food services. Our school

nurses provide information to students and parents about dental, nutrition, asthma, and other related health issues. Information on how parents can obtain medical insurance is available. Free lunches are available to those ELLs who qualify. The social worker and guidance

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)?

Not Applicable. We do not have Dual Language programs.

We offer Spanish as an elective to our ELLs. These students take the New York State Regents Exam in June.

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. Describe the professional development plan for all ELL personnel at the schools.

Our ESL students present a unique challenge for classroom teachers. Staff members who work with these students need ongoing professional development so that they can help the students achieve proficiency in English language, as well as, in all academic content areas. As educators, we must continuously reflect on our teaching and update our practices to meet the needs of our ELL students and focus on effective ways to help them reach their potential. In order to help our staff to become more sensitive to the needs of the ELL population and aiming at academic success, we provide the teachers with ongoing professional development throughout the year. The teachers attend various workshops that deal with a wide variety of topics and issues of which the following is a partial list:

- Guidelines and procedures for identifying and placing new English Language Learners
- Strategies and approaches to help classroom teachers enable ELL students to participate effectively in academic classroom activities
- Teaching critical thinking skills to ELL students
- Using ESL methodology in a Balanced Literacy Program
- Teaching study skills to ELL students
- Bilingual Strategies presented by NYU

All staff members attended a full-day professional development session on Strategies for Developing English Language Learners from New York University staff where they learned to interpret and analyze NYESESLAT scores. At the beginning of the 2010-2011 school year, staff members have utilized ARIS to obtain NYSESLAT scores and interpret them to inform their instruction and their grouping. In addition, professional development/exploration of effective practices will be offered throughout the year during Inquiry team meetings, collaborative team meetings and after-school study groups.

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

Our school is a PreK-8 school. Many of our elementary students transition into our middle school from grade five. In grade five, we departmentalize for all major subjects to help prepare the students for middle school. Middle School eighth graders are offered to participate in a transitional summer school program at the College of Technology to assist them in making a smooth transition to High School.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Sustained professional development is ongoing at our school. The Inquiry Team has conducted surveys to assess teacher needs. Based on the results of these surveys, professional development is provided by our ESL department and outside partnerships with N.Y.U. and C.I.T.E.

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. Describe parent involvement in your school, including parents of ELLs.
Via the support services of the Family Assistants, the Parent Coordinator, the Parent Teacher Association, (P.T.A.), the ESL teachers, and various other school personnel, we have established a link between the school community and the parents. Provisions are always made to have interpreters at our parent workshops. In addition, parent notices are sent home in the various languages spoken by our students. Parents and family members are invited to share their culture and talents with the different classes. As mandated, at the beginning of each school year, the ESL staff provides the new ELL parents with an orientation workshop. At this workshop, parents learn about the different choices they can make regarding their children's education. Parent workshops are held during the year to provide parents with information about academic skills and requirements, assessments, testing, technology and other areas that help the parents assist their children to be successful learners.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
During the 2009-2010 school year, a consultant from C.I.T.E. provided workshops for parents. Our ESL teachers serve as a resource to ELL parents. Our neighborhhod Public Library offers classess for ELL parents.

3. How do you evaluate the needs of the parents?
The E.S.L. teachers have conversations with parents during orientation, the P.T.A. conducts surveys on parent needs, and the results of the school environment survey are used to evaluate the needs of the parents. Parents are always welcome and are encouraged at all meetings to contact us. The Parent Coordinator also reaches out to parents daily.

4. How do your parent involvement activities address the needs of the parents?
Our parent involvement activities are based on the needs of the parents based on surveys and conversations with parents. Parents have requested workshops on technology, homework and testing. These topics will be addressed at morning meetings. Some evening meetings will be offered so the maximum number of parents can take advantage of these wonderful presentations. The music department puts on their recitals at night so that working parents can be afforded the opportunity to attend.

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)	24	12	5	9	6	8	5	12	14	0	0	0	0	95
Intermediate(I)	0	15	11	10	3	8	2	3	5	0	0	0	0	57
Advanced (A)	5	6	14	4	14	8	9	5	6	0	0	0	0	71
Total	29	33	30	23	23	24	16	20	25	0	0	0	0	223

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	2	2	1	1	1	2	6	2	0	0	0	0
	I	0	8	1	0	1	0	2	5	12	0	0	0	0
	A	0	10	19	18	4	8	7	2	5	0	0	0	0
	P	0	9	8	4	14	11	3	3	2	0	0	0	0
READING/ WRITING	B	0	7	5	9	3	5	2	8	11	0	0	0	0
	I	0	15	10	10	3	8	3	4	5	0	0	0	0
	A	0	3	11	4	14	7	9	3	4	0	0	0	0
	P	0	4	4	0	0	0	0	1	1	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	7	10	2	20
4	8	9	2	1	20
5	4	10	3	0	17
6	1	6	3	0	10
7	0	6	0	0	6
8	2	8	0	0	10
NYSAA Bilingual Spe Ed	0	0	1	17	18

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	0	2	8	1	3	1	8	0	23
4	1	1	9	4	5	2	1	0	23
5	1	0	5	3	6	1	1	2	19
6	0	1	6	1	4	0	3	0	15
7	0	0	6	2	0	1	2	2	13
8	0	0	3	0	4	2	1	2	12
NYSAA Bilingual Spe Ed	0	0	0	0	12	0	2	0	14

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	4	4	6	1	3	2	23
8	0	1	3	2	3	4	0	0	13
NYSAA Bilingual Spe Ed	0	0	0	0	1	0	10	0	11

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4	0	2	2	3	4	0	2	17
8	1	1	4	4	1	2	0	0	13
NYSAA Bilingual Spe Ed	0	0	0	0	10	0	1	0	11

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math _____	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	3	0	3	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data.

During the 2010-2011 school year, P.S. 226 will be changing our assessments of early literacy skills. We will no longer use ECLAS-2. We will be using Fountas and Pinnell Benchmark Assessmets to assess the early literacy skills of all our students in grades K-2 (general education, special education and ELLs). At this time we do not have a full data report as the teachers are still assessing the students. Based on our analysis of the ECLAS-2 data from spring of 2010, teacher observation and classroom performance, the data has provided us with insights to guide our ELA instructional program for the 2010-2011 school year for grades K-2.

We will continue to increase reading comprehension and written expression. Overall there appear to be weaknesses in writing, literal comprehension, spelling and vocabulary. Our ESL teachers will be pushing into K-2 classrooms during guided reading. Our classroom teachers plan and teach collaboratively using the data from Fountas and PInnell Benchmark assessments, portfolios, observations and other assessments to provide instructional emphasis on students' strength and weaknesses and to drive their instruction and inform their grouping decisions.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT and grades?
When analyzing the NYSESLAT data patterns across proficiency levels we noticed that our ELLs gain proficiency in the listening and speaking parts of the NYSESLAT rather quickly. However, it takes much longer for them to reach proficiency in reading and writing. Therefore, our ESL teachers shift their focus to provide extra strategies in reading and writing for these students.

3. How will patterns across NYSESLAT modalities-reading/writing and listening/speaking–affect instructional decisions?
After analyzing the data the focus of instruction is on reading and writing. This year we are working on building academic vocabulary (CALP) through researched-based strategies. Our ESL department along with many teachers has been trained in the work of Dr. Lily Wong Fillmore. The ESL teachers work on deconstructing/reconstructing sentences, BICS and CALP word play and figurative expressions. When the ESL teachers pull out the newcomers they work on the content that the classroom teacher is working on with a focus on tier 2 and tier 3 words. The ESL teachers model these strategies during push-in periods.

4. For each program, answer the following:
a. Examine student results. What are the patterns across proficiencies and grades?
E.L.A. – Examining the data in E.L.A. we noticed that the youngsters appear to do better as they go up the grades. Our greatest number of level 1 and level 2 are in grade four. We had 8 students at level 1, 9 students at level 2, 2 students at level 3 and 1 student at level 4 in grade 4. After grade 4, we have fewer students at level one. This may be due to the fact that the students in grade 4 have had less time in an English language school system. Many have not been receiving ESL instruction for a long period of time. Grade 4 is also the grade where children are no longer learning to read but rather are reading to learn.
Math – Examining the data in Math we noticed students performed better on the NY State Math Exam than on the NY State ELA. We had 3 students at level 1, 9 students at level 2, 4 students at level 3 and 8 students at level 4 in grade 3. We had 2 students at level 1, 8 students at level 2, 7 students at level 3 and 3 students at level 4 in grade 4. We had 1 student at level 1, 8 students at level 2, 7 students at level 3 and 3 students at level 4 in grade 5. After grade 5 we have 0 students at level 1. This may be partially because the Math test is given in the child's native language through the use of a translated version of the test, glossary or a translator. We noticed that as we looked at the upper grades we noticed the students performance on the ELA and Math were similar. Also contributing may be that our upper elementary and middle school students are long-term English Language Learners and have been receiving ESL instruction and A.I.S. for a longer period of time than our early grade English Language Learners.
Science – Examining the data in Science we noticed that there were 3 students at level 1 in grade 4 and 0 level one student in grade 8. This may be partially because the Science test is given in the child's native language through the use of a translated version of the test, glossary or a translator. Also contributing may be that our upper elementary and middle school students are long-term English Language Learners and have been receiving ESL instruction and A.I.S. for a longer period of time than our early grade English Language Learners.
Social Studies – Examining the data in Social Studies we noticed that there were 4 students at level 1 in grade 5 and 1 student at level 1 in grade 8. This may be partially because the Social Studies test is given in the child's native language through the use of a translated version

of the test, glossary or a translator. Also contributing may be that our upper elementary and middle school students are long-term English Language Learners and have been receiving ESL instruction and A.I.S. for a longer period of time than our early grade English Language Learners.

In order to improve standardized test scores we must continue to work on academic language and vocabulary development. Collaborative teaching between the ESL teacher and the classroom teacher as well as collaborative planning will continue and be expanded during the 2010-2011 school year.

b. How are ELLs faring in tests taken in English as compared to native language?
Based on the performance results, it appeared that the scores are slightly more on standard when the students are provided with translated versions of the test, glossary or a translator. There are more students proficient in math than the ELA exam, which may be in part to the availability of translated exams.

c. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
The school leadership and teachers will be administering the ELL Interim Assessments during the 2010-2011 school year. The results of the ELL Interim Assessment will be used to drive instruction, group students, plan instruction for our after-school program for newcomers and to differentiate lessons and materials to help English Language Learners meet the standards for English Language Arts.

d. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
The results confirm our Inquiry work around this subgroup. Children who come to school for the first time from homes where English is not their native language, need more intensive oral language development in small group instruction. We help our beginning English Language Learners to improve their oral language skills, by focusing on literacy skills and vocabulary that they need to succeed academically. When newly arrived beginner English Language Learners enter P.S. 226 in the upper elementary and intermediate school grades, we combine intensive small group language instruction to develop oral language skills as well as their reading and writing skills. Most of these English Language Learners quickly develop aural/oral language skills, thereby enabling the E.S.L. teachers to focus their instruction on higher order thinking skills and academic rigor. In order for our English Language Learners to develop English language proficiency and acquire higher order thinking skills, our ESL staff uses some of the instructional scaffolding techniques that they learned from QTEL. The Department of English Language Learners of the City of New York provided more than 60 hours of professional development in QTEL (Quality Teaching for English Language Learners Institute). Some of the scaffolding techniques that we implemented after attending the workshop include: Modeling, Bridging, Contextualizing, Schema building, Metacognitive Development. Since the goal of the LAP is to have all English Language Learners acquire academic proficiency, we will continue to align our ESL instruction with the comprehensive core curriculum in literacy and all content areas. This is done by providing our English Language Learners with comprehensible input through meaningful, hands-on activities in a comfortable, supportive environment. The following ESL techniques are incorporated into our ESL program:

- Using audio/visual aids
- Deconstructing/reconstructing "juicy" sentences
- BICS/CALP word play
- Figurative Expressions
- Employing movements and gestures
- Paraphrasing
- Connecting to the students' prior knowledge
- Semantic webs and graphic organizers
- Total Physical Response (TPR)
- Language Experience Approach (LEA)
- Think, Pair and Share
- Hands-on activities
- Choral speaking and reading
- Using children and parents as cultural and linguistic resources
- Use of the SIOP Model

In addition, we utilize Scott Foresman Reading Street, which is a comprehensive reading program with an ESL component. The workshop model is used to enable students to move through modeled, shared, guided and independent work. Our goal of incorporating the workshop model is to help our ELLs become independent readers and writers.

5. We do not have a Dual Language Program.

6. Describe how you evaluate the success of your program for ELLs.
The administration along with the faculty look at the data and plan, assess and adjust accordingly. We use protocols for looking at student data during our Inquiry Team meetings, Core Instructional Team meetings, and Collaborative Inquiry Team meetings. Workshops are held to show teachers how to embed the academic language development in sensory context by using visual and auditory aids, manipulatives, and other types of realia to make the academic language engaging and accessible. Feedback from these workshops is used to plan additional professional learning opportunities for our teachers. When ESL teachers push into classrooms, the ESL and mainstream teachers teach cooperatively during the literacy block and content area instruction. During the professional development sessions, ESL teachers have the opportunity to share the strategies and techniques with classroom teachers. ESL and classroom teachers articulate in an ongoing manner in order to ensure the successful learning of English Language Learners. All of the above strategies are researched-based effective practices.

In conclusion, our ESL team in accordance with New York City and New York State Departments of Education has created an educational program, which is designed to meet the individual needs of our students and to ensure that all ELL students will succeed. The ESL model that we have developed at P.S. 226 strives for ESL - excellent student learning.

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.
Paste additional information here

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 Data Specialist		
	Other Service Provider		
	Other _____		
	Other _____		