



**P.S. 229 DYKER**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 229 DYKER**  
**ADDRESS: 1400 BENSON AVENUE**  
**TELEPHONE: 718-236-5447**  
**FAX: 718-331-8173**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 332000010229 **SCHOOL NAME:** P.S. 229 Dyker

**SCHOOL ADDRESS:** 1400 BENSON AVENUE, BROOKLYN, NY, 11228

**SCHOOL TELEPHONE:** 718-236-5447 **FAX:** 718-331-8173

**SCHOOL CONTACT PERSON:** Robert Zappulla **EMAIL ADDRESS:** RZappul@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Linda Palmer

**PRINCIPAL:** Robert Zappulla

**UFT CHAPTER LEADER:** Linda Palmer

**PARENTS' ASSOCIATION PRESIDENT:** Linda LaSpina

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 20 **CHILDREN FIRST NETWORK (CFN):** CFN 604

**NETWORK LEADER:** GREGORY JAENICKE/Jose V. De La Cruz

**SUPERINTENDENT:** KARINA COSTANTINO

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Linda LaSpina	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: asked to override by CFN 604 submission
Linda Palmer	UFT Chapter Leader	Electronic Signature Approved.
Marion D'Amico	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Antonella Ungaro	Parent	Electronic Signature Approved.
Monique Zhou	UFT Member	Electronic Signature Approved. Comments: asked to override by CFN 604 for submission
Jane Bolden	UFT Member	Electronic Signature Approved.
Jeanmarie Amato	DC 37 Representative	Electronic Signature Approved. Comments: asked to submit to CFN 604
Robert Zappulla	Principal	Electronic Signature Approved.
Linda Russo	Parent	Electronic Signature Approved.
Mary Ann Sparacio	Parent	Electronic Signature Approved.

\* 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.

□

**The motto of P.S./I.S. 229K is "Home, School, Community." These three supports are the necessary elements to educate all children academically, socially, and emotionally.**

**We are creating a community of caring, technologically sophisticated, self-directed, life-long learners, through content-rich curriculum, standards-driven instruction, and active parent involvement.**

**We are committed to having all our children reach their full potential and to become productive citizens of the twenty-first century. (*School Vision and Mission Statement*)**

P.S./I.S. 229 currently serves pre-kindergarteners through seventh graders. (Eighth grade will commence in September of 2011.)

Special programs are in abundance at P.S./I.S. 229. Classes offered include the visual arts, general music, band, orchestra (string ensemble), library/media, technology, and physical education. In addition to these, other programs integrated into the curriculum include Author Studies, Junior Great Books, Project Arts, Accelerated Reader, and Renzulli Learning.

A comprehensive gifted education class is offered at each grade level, in accord with the admissions process of the NYC Department of Education's Gifted and Talented Program. P.S./I.S. 229 is now part of the Middle School Choice Program with a Superintendent's Gifted Class, "The Honors Academy."

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S. 229 Dyker								
<b>District:</b>		20	<b>DBN #:</b>		20K229	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	35			95.6	95.7	TBD	
Kindergarten		97	123	123						
Grade 1		93	104	131	<b>Student Stability - % of Enrollment:</b>					
Grade 2		97	100	112	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		116	105	108			95.9	96.50	TBD	
Grade 4		103	124	108	<b>Poverty Rate - % of Enrollment:</b>					
Grade 5		94	104	136	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		0	0	29			40.7	40.8	55.6	
Grade 7		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			2	13	TBD	
Grade 10		0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			9	13	6	
Ungraded		0	0	0						
Total		600	660	782						
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		12	11	12	Principal Suspensions		0	2	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	13	Superintendent Suspensions		0	1	TBD	
Number all others		50	49	59						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	79	81	90	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	2	11	Number of Teachers	36	36	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	8	TBD
				Number of Educational Paraprofessionals	4	4	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	94.4	100	TBD
				% more than 2 years teaching in this school	72.2	86.1	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	66.7	72.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	89	92	TBD
American Indian or Alaska Native	0.2	0.2	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.3	92.9	TBD
Black or African American	0.8	0.6	0.5				
Hispanic or Latino	10	9.1	9.6				
Asian or Native Hawaiian/Other Pacific Isl.	42.8	45.2	43.6				
White	46.2	44.8	44.8				
Multi-racial							
<b>Male</b>	52.2	52.4	51.8				
<b>Female</b>	47.8	47.6	48.2				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	75.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S./I.S. 229K received an "B" on the 2009-10 Progress Report, with the following scores in sub-categories:

School Environment – B  
Student Performance – B  
Student Progress – B

### SCHOOL ENVIRONMENT

In the order of greatest strength, surveys results rank (1) safety and respect, (2) academic expectations, (3) engagement, and (4) communication.

During the 2009-10 school year, we inaugurated our new school website, [www.PS229.org](http://www.PS229.org), a new wing to the school building was opened which included the addition of Pre-Kindergarten, Grade 6, as well as early childhood Integrated Co-Teaching Classes (ICT, also known as CTT), and implemented the Treasures literacy program in the upper elementary grades.

During the 2010-11 term, we will continue enhancing our website; encourage participation in family-centered, school sponsored activities; open classrooms and offices completed during the summer; add new classes (first grade ICT class, a second grade class for students with disabilities, and grade 7); begin to explore and roll out a portion of the Common Core State Standards (C.C.S.S.); and add a full-time guidance counselor to the staff.

### LITERACY

Receiving proficiency levels of 3 and 4 on the 2010 State English Language Arts (ELA) Assessment were:

75% of all students across the grades;  
42% of students with disabilities;  
24% of students with limited English proficiency.

The "Student Progress" category on the NYC Progress Report showed our median growth percentile

to be 79% for all students, with the lowest third of students at 80.5%.

Students with limited English proficiency across the grades mastered the New York State English as a Second Language Achievement Test (NYSESLAT) portions at the following rates:

Reading and Writing: 35%  
Listening and Speaking: 47%

As staff members begin to explore and roll out the Common Core State Standards this year, we will examine the writing standards and how these might be integrated into all subject areas to meet the needs of all students.

## MATHEMATICS

Receiving proficiency levels of 3 and 4 on the 2010 State Mathematics Assessment were:

82% of all students across the grades;  
44% of students with disabilities;  
56% of students with limited English proficiency.

The “Student Progress” category on the NYC Progress Report showed our median growth percentile to be 70% for all students (putting P.S./I.S. 229K in the top quartile of the “city horizon”), with the lowest third of students at 62%.

## SCIENCE

Receiving proficiency levels of 3 and 4 on the 2010 State Grade 4 Science Assessment were:  
99% of our current fifth graders (19% at level 3; 80% at level 4);

99% of our current fifth graders (19% at level 3; 80% at level 4);  
100% of students with disabilities;  
100% of students with limited English proficiency.

In science, students are performing very well. For the past four years our grade 4 students have outperformed similar schools, as reported by the New York State School Report Card.

During the 2009-10 term, a new science lab was opened in the new wing of our school. In the 2010-11 school year, upper elementary grades are receiving time for science lab from one of our two teachers.

## SOCIAL STUDIES

Receiving proficiency levels of 3 and 4 on the 2010 State Grade 5 Social Studies Assessment were:

92% of our current sixth graders (37% at level 3; 55% at level 4);  
77% of students with disabilities;  
50% of students with limited English proficiency.  
100% of former English language learners

Students have traditionally performed well on the State examination. While during the 2009-10 term we implemented the new Grade 6 social studies resources (ahead of the city's offering of this core curriculum component), this year we are implementing the Grade 3 materials for the first time.

## SUMMARY

P.S./I.S. 229K is a school in good standing based upon the New York State Accountability Status. All student groups made Annual Yearly Progress (AYP) in ELA, Mathematics and Science. The performance index for the above subjects for identified sub-groups ranged as follows: ELA, 157-189; mathematics, 185-199; and science, 196-200.

Based upon the above results, the State Education Department has recognized on numerous occasions P.S./I.S. 229K as a "high performing/closing the gap" school.

This year's school budget continues to be carefully parceled out to address the needs of our students. We provide Academic Intervention Services (AIS) to target students in small group settings during the school day and during extended day. A new departmental middle school program has also been established with ELA, Mathematics, Science, Social Studies, World Language (Spanish), and Physical Education specialists.

P.S./I.S. 229K has received an overall score of well-developed on its 2006-07 and 2007-08 Quality Reviews. (We have been exempt from recent Quality Reviews.) The major recommendation identified by the Quality Reviews was to improve differentiation of instruction. Consequently, differentiated instruction has been our priority as an instructional and professional development focus.

P.S./I.S. 229K also opted into the Develop Your Own (DYO) periodic assessments. For 2010-11, P.S./I.S. 229 is implementing the following periodic assessments:

Pearson GRADE+ ELA assessments for grades K-2.  
Treasures' Running Records (guided reading) for grades K-2.  
Acuity Predictives in ELA and Mathematics for grades 3-6.  
Acuity Interim Testing Assessments (ITAs) in ELA and Mathematics for grades 3-6.  
Scantron Performance Series in ELA and Mathematics for additional diagnostic assistance, as needed by classroom and support staff.

These assessments, in conjunction with item analysis of the State exams along with our Imagine It! and Treasures' (ELA) and Everyday Mathematics testing program, will guide teachers in differentiating instruction in order to assist their students in achieving grade level goals.

Through the inquiry process conducted at each grade level, teachers will monitor student progress and discuss educational strategies to meet individual needs. Assessment data will guide teachers in setting interim benchmarks to target differentiated instruction, assess students' readiness, and align instruction with standards, as well as to engage learners and emphasize critical thinking.

Staff members will participate in Network-sponsored programs preparing for implementation of the Common Core State Standards. Examining our current curriculum, we will begin to explore ways to fill any identified gaps created by these new standards as we approach New York State's 2013 implementation date.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) *In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section.* (2) *Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.* (3) *When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.*

<b>Annual Goal</b>	<b>Short Description</b>
<input type="checkbox"/> By June 2011, the median growth percentile of students taking the 2011 NYS ELA Exam will increase by 3% over the 2009-10 school year (from a school score of 79 to 82 on the NYC Progress Report).	<input type="checkbox"/> Teachers will meet for collaborative inquiry to examine recent data from multiple sources, such as: <i>Imagine It!</i> and <i>Treasures</i> ELA assessments, GRADE+ Early Childhood Literacy Assessments, Acuity interims (ITAs) and <i>Predictives</i> , and Scantron <i>Performance Series</i> .
<input type="checkbox"/> By June 2011, the median growth percentile of students taking the 2011 NYS Mathematics Exam will increase by 5% over the 2009-10 school year (from a school score of 70 to 75 on the NYC Progress Report).	<input type="checkbox"/> Teachers will meet for collaborative inquiry to examine recent data from multiple sources, such as: <i>Everyday Mathematics</i> and <i>Impact Math</i> assessments, Acuity interims (ITAs) and <i>Predictives</i> , and Scantron <i>Performance Series</i> .
<input type="checkbox"/> By June 2011, 100% of teachers will engage in professional development around differentiated instruction that addresses the needs of students with different learning styles and achievement levels.	<input type="checkbox"/> All teachers will participate in professional development activities providing best practices and models for incorporating differentiated instruction into daily practice.
<input type="checkbox"/> By June 2011, 100% of all full-time classroom teachers will be a part of collaborative teacher teams trained to look at data and student work in a structured way, to examine curriculum and teacher practice, and to diagnose what changes and supports are needed to improve performance of the students who need it most.	<input type="checkbox"/> To continue to improve how teachers use data to inform and differentiate instruction, particularly in literacy and mathematics.



**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** English Language Arts (ELA)  
**(where relevant) :**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, the median growth percentile of students taking the 2011 NYS ELA Exam will increase by 3% over the 2009-10 school year (from a school score of 79 to 82 on the NYC Progress Report).</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Staff meet every other Wednesday for an hour in order to review and analyze student data on the grade level and across grade levels, including assessments from the <i>Imagine It!</i> and <i>Treasures</i> literacy programs, GRADE+ (standardized early childhood literacy assessments), the Scantron <i>Performance Series</i> (for students new to our school), Acuity ITAs and Predictives. (Classroom teachers and support staff, during Extended Day Inquiry)</p> <p>Item analysis from these assessments are (1) discussed at collaborative inquiry team meetings, (2) used to measure interim progress, and (3) used to direct and focus differentiated instruction in order to accomplish grade level curriculum goals. (Classroom teachers and support staff, during Extended Day Inquiry)</p> <p>We will monitor the school’s lowest third of students taking not only the NYS exams, but also those consistently identified by their scores on interim and classroom assessments. (Classroom teachers and support staff, during Extended Day Inquiry)</p> <p>The value of instructional strategies are assessed through pre- and post-tests at regular intervals (6-8 weeks). Student progress determines the direction of future change strategies for differentiated instruction. (All teachers, during Extended Day Inquiry)</p> <p>Insights gained from Inquiry Teams will be reported to the School Leadership Team and</p>

	<p>be used for the development of the Comprehensive Educational Plan.</p> <p>Extended day groups will be organized into groups based on student data. Teachers will identify literacy strands and/or skills in need of support for each child. (Select teachers, during Extended Day classes on Mondays and Tuesdays, one hour after the regular school day)</p> <p>During the school day, teachers will differentiate activities, especially using the <i>Imagine It!</i> and <i>Treasures</i> resources. (Classroom teachers and support staff)</p> <p>AIS providers will assist at-risk students. (Two teachers, as scheduled during the school day)</p> <p>After-School Test Preparation Skills, once or twice weekly according to student need, grades 3-7, 12-15 students per group (Five teachers, 1.5 hrs. per day)</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> SETSS TEACHER - 1.0 FTE - TL IEP \$75,953.</p> <p>SETSS TEACHER - 1.0 FTE - Split Funding: TL Fair Student \$73,508; IDEA ARRA \$2,446</p> <p>AIS TEACHER D - 1.0 FTE - Split Funding: TL Fair Student \$43,848; C4E \$43,121.</p> <p>AIS TEACHER C - 1.0 FTE - Split Funding: Title I ARRA SWP \$46,901; TL Fair Student \$29,052.</p> <p>INQUIRY TEAM - Per Session - TL Children First \$7,144.</p> <p>DATA SPECIALIST - Per Session - TL Data Specialist \$2,518.</p> <p>GRADE+ EARLY CHILDHOOD ASSESSMENTS - TL Fair Student \$3,010; DYO Special Allocation pending.</p> <p>Contingent upon funding:</p>

	AIS EXTENDED DAY/PER SESSION (240 hours) \$9,600.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> GRADE+ literacy assessment (Fall and Spring, Grades 1-2; Winter and Spring, Kindergarten); Scantron <i>Performance Series</i> (students new to the school, Grades 3-7); Acuity ITAs (Fall and Spring, Grades 3-7) Acuity Predictives (Winter, Grades 3-7); <i>Imagine It!</i> and <i>Treasures</i> unit assessments (at least bi-weekly, in all grades); NYS ELA Assessments (May 2011 administration); Minutes from School Leadership Team meetings.

**Subject Area**  
(where relevant) :

**Mathematics**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, the median growth percentile of students taking the 2011 NYS Mathematics Exam will increase by 5% over the 2009-10 school year (from a school score of 70 to 75 on the NYC Progress Report).
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□</p> <p>Teacher teams meet every other Wednesday for an hour to review and analyze student data, including student assessments, from the <i>Every Day Mathematics</i> and <i>Impact Math</i> resources, quizzes, daily student activities, and the Acuity ITAs and Predictive. (Classroom teachers and support staff, during Extended Day Inquiry)</p> <p>Item analysis from these assessments will be used to measure interim progress and direct and focus differentiated instruction in order to accomplish grade level curriculum goals. (Classroom teachers and support staff, during Extended Day Inquiry)</p> <p>Insights gained from item analysis will be reported to the School Leadership Team and be used for development of the Comprehensive Educational Plan.</p> <p>Classroom teachers and support staff, during Extended Day Inquiry)</p> <p>Extended day groups will be organized into groups based on student data. Teachers will identify NYS content strands in need of support for each child. (Select teachers, during Extended Day classes on Mondays and Tuesdays, one hour after the regular school day)</p> <p>During the school day, teachers will differentiate activities, especially using the <i>Every Day Mathematics</i> games. (Classroom teachers and support staff)</p> <p>AIS providers will assist at-risk students. (Two teachers, as scheduled during the school day)</p> <p>After-School Test Preparation Skills, once or twice weekly according to student need, grades 3-7, 12-15 students per group (Five teachers, 1.5 hrs. per day)</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□</p> <p>SETSS TEACHER - 1.0 FTE - TL IEP \$75,953.</p> <p>SETSS TEACHER - 1.0 FTE - Split Funding: TL Fair Student \$73,508; IDEA ARRA \$2,446</p>

	<p>AIS TEACHER D - 1.0 FTE - Split Funding: TL Fair Student \$43,848; C4E \$43,121.</p> <p>AIS TEACHER C - 1.0 FTE - Split Funding: Title I ARRA SWP \$46,901; TL Fair Student \$29,052.</p> <p>INQUIRY TEAM - Per Session - TL Children First \$7,144.</p> <p>DATA SPECIALIST - Per Session - TL Data Specialist \$2,518.</p> <p>Contingent upon funding:</p> <p>AIS EXTENDED DAY/PER SESSION (240 hours) \$9,600.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Acuity ITAs (Fall and Spring)</p> <p>Acuity Predictive (Winter)</p> <p>Every Day Mathematics and <i>Impact Math</i> assessments</p> <p>Daily classroom activities (e.g., “Math Boxes,” quizzes, “Do Now,” math games, etc.)</p> <p>New York State Mathematics Examination (Spring)</p> <p>Minutes of School Leadership Team minutes</p>

**Subject Area**  
(where relevant) :

**Professional Development:**  
Differentiated Instruction

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, 100% of teachers will engage in professional development around differentiated instruction that addresses the needs of students with different learning styles</p>
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<i>Time-bound.</i>	and achievement levels.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Continued implementation of <i>Imagine It!, Treasures, Every Day Mathematics, Science and Social Studies</i> resources with differentiation strategies, ideas, and activities for the teacher to implement as s/he sees fit to use and/or adapt. (NYSTL)
<b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> SETSS TEACHER - 1.0 FTE - TL IEP \$75,953.  SETSS TEACHER - 1.0 FTE - Split Funding: TL Fair Student \$73,508; IDEA ARRA \$2,446.  ESL TEACHER G - 1.0 FTE - Split Funding: TL Fair Student \$36,495; TL Salary \$39,457  ESL TEACHER K - 1.0 FTE - TL Fair Sudent \$75,953.  ESL TEACHER T - 1.0 FTE - TL Fair Sudent \$75,953.  AIS TEACHER D - 1.0 FTE - Split Funding: TL Fair Student \$43,848; C4E \$43,121.  AIS TEACHER C - 1.0 FTE - Split Funding: Title I ARRA SWP \$46,901; TL Fair Student \$29,052.  INQUIRY TEAM - Per Session - TL Children First \$7,144.  DATA SPECIALIST - Per Session - TL Data Specialist \$2,518.  <i>Renzulli Online Learning</i> EDUCATIONAL SOFTWARE - TL NYSTL \$2,800.  Contingent upon funding:  AIS EXTENDED DAY/PER SESSION (240 hours) \$9,600.  <i>Imagine It! and Treasures</i> TEXTBOOKS/MATERIALS - [To Be Determined]

	<p>SMARTBoard installation - RESO 'A' GRANT - \$50,000.</p> <p>Technology training - gratis</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Lesson plans show evidence of differentiated instruction and activities based upon student achievement levels, learning styles, ELL-status, and enrichment needs</p> <p>Teacher Performance Review plans and products demonstrating the incorporation of differentiated instruction and varied student work products</p> <p>Student work folders incorporating multiple learning styles</p> <p>Walk-throughs, informal and formal observations</p> <p>Professional development agendas and attendance rosters</p>

**Subject Area**  
(where relevant) :

**Collaborative Inquiry Teacher Teams**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 100% of all full-time classroom teachers will be a part of collaborative teacher teams trained to look at data and student work in a structured way, to examine curriculum and teacher practice, and to diagnose what changes and supports are needed to improve performance of the students who need it most.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Support staff will join grade level teams for articulation and input into team discussion of curriculum and practice. (All staff, during Extended Day Inquiry)</p> <p>Staff will be trained to work together in teams, following the collaborative inquiry model:</p>

	<ul style="list-style-type: none"> <li>(a) Set criteria for selection of a targeted group of students</li> <li>(b) Select the targeted instructional skill</li> <li>(c) Prepare a guiding question for the inquiry</li> <li>(d) Set a measurable goal for the targeted students</li> <li>(e) Select and implement a change strategy</li> <li>(f) Look at student work</li> <li>(g) Evaluate the change strategy: Student Progress (All staff, during Extended Day Inquiry and Professional Development days, as necessary)</li> </ul> <p>Staff will use the ARIS Inquiry Space to record their team process throughout the school year (All staff, during Extended Day Inquiry)</p> <p>Staff will be trained to use the Acuity and ARIS sites to make use of the most recent data and the features each site provides to assist in planning differentiated instruction (All staff, during Extended Day Inquiry)</p> <p>Support teachers will articulate with grade level teams representing the students they serve (All staff, during Extended Day Inquiry and Professional Development days)</p> <p>Measure student progress through the use of informal assessments (e.g., classroom observation, student work, activities and projects, portfolios, folders and notebooks) in conjunction with standardized assessments (e.g., ITAs, Predictives, unit assessments).</p> <p>Share insights gleaned from individual teacher teams with the wider community of staff and families.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> INQUIRY TEAM - Per Session - TL Children First \$7,144.</p> <p>DATA SPECIALIST - Per Session - TL Data Specialist \$2,518.</p> <p><i>Renzulli Online Learning</i> EDUCATIONAL SOFTWARE - TL NYSTL \$2,800.</p>

	<p>EXTENDED DAY TEACHER TEAMS (all staff)</p> <p>PROFESSIONAL DEVELOPMENT (as offered by Network and the NYC Department of Education)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Periodic analysis of assessment data</p> <p>Revision of change strategies throughout the process as necessary</p> <p>Student work demonstrating mastery of targeted skills after specific period of time and instruction</p> <p>Implementing new targeted skills and change strategies</p> <p>Use of the ARIS Inquiry Space</p> <p>Minutes of Teacher Team meetings</p> <p>Minutes of School Leadership Team minutes</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	3			
1	12		N/A	N/A				
2	10		N/A	N/A	2			
3	8		N/A	N/A	4			
4	9	7			3			
5	7	7	1		6			
6	4			1	2			
7	4			1				
8								
9								
10								
11								
12								

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

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

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> AIS LITERACY:  <b>At-Risk students, work in small groups (no greater than 9 students per group); receive differentiated instruction according to identified deficits in ELA standards during the school day. Extended day groups address the ELA needs of no greater than 10 At-Risk students.</b></p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• AIS MATHEMATICS: <b>Small group instruction for students; students are pre-tested in order to provide differentiated instruction using <u>America’s Choice</u> to strengthen mathematics skills, concepts, and problem solving techniques. This program is offered during the school day.</b></li> <li>• AFTER-SCHOOL: <b>Additional Mathematics support programs are offered during extended day and, during the spring semester, an AIS program is offered after school.</b></li> </ul>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Students identified by the NYS Science grade 4 assessment at level 1 or 2 are targeted for in-class differentiated instruction using non-fiction literature as part of classroom intervention to improve skills and knowledge</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> Students identified by the NYSTP Social Studies grade 5 assessment at level 1 or 2 are targeted for in-class differentiated instruction using non-fiction literature as part of classroom intervention to improve skills and knowledge. These students are also assisted by support teachers in a small group setting.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> Counseling is provided to students during the school day. Children are seen individually and in small groups supporting social, emotional, and academic needs.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> Counseling is provided during the school day to address emotional/social needs, which may hinder students’ academic success.</p>

<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Counseling is provided during the school day to address emotional/social needs, which may hinder students' academic success.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Health-related services are provided during the school day to address needs, which may hinder students' academic success.

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

K-7

**Number of Students to be Served:**

LEP 40

Non-LEP 0

**Number of Teachers** 3

**Other Staff (Specify)** 0

**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.

□

P.S./I.S. 229K implemented the Freestanding ESL program in kindergarten through 7<sup>th</sup> grade for approximately 97 students. The three ESL teachers are fully certified. The ESL classes provide service to all entitled students using both the push-in and pull-out model. Groups are formed according to the grade and proficiency level of the students. The language of instruction is English only.

The P.S./I.S. 229 Title III program provides English Language Learners with supplemental instruction in an after school program. This instructional program will focus on helping ELL students reach the standards in English language arts and mathematics. In English Language arts, instruction will be built around the four standards: students will develop the knowledge, skills and understandings necessary to read, write, listen and speak for information and understanding, literacy response and expression, critical analysis and evaluation and social interaction. Instruction will emphasize the reading and writing competencies common to the four ELA standards including decoding, print awareness, fluency, background knowledge and vocabulary development and comprehension strategies, spelling, handwriting, composition, and the motivation to write. A balanced literacy approach will also be employed.

Students will be supported in their ESL instruction within the classrooms through the use of the computerized *Imagine Learning Program*. This program allows students to work independently on language skills at their level and at their own pace. As a child's skill level increases, the program moves the child to the next higher skill level.

Our ELL population is mainly Chinese and a few Arabic, Spanish and Russian students. The ELL students we target for this service are in grades 2 to 6 and are the ones who scored at the advanced level and the intermediate level in the LAB-R and NYSESLAT. The program will service 15 to 20 students in 2 classes. It will begin in January and run through April. It will operate for 24 sessions (2 days per week for 2 hours each day). The program will require the per session employment of two ESL teachers. The language of instruction will be in English. This program will focus on helping LEP students reach the standards in English language arts and mathematics.

We will be using *The Rigby program which provides an extensive enrichment for ESL students on all grade levels. Thematic units using leveled books for guided reading as well as posters and charts integrate math, language arts, science and social studies and reinforce content and skills needed in these curriculum areas. The program is structured with interactive multi-sensory elements where plenty of visual aids and auditory components are provided. At all proficiency levels, there is "The Newcomer Kit" that helps develop language skills through the use of manipulative charts, language practice games and vocabulary building activities. Students will have an hour of literacy and an hour of math each session. In the testing grades, emphasis will be placed on English Language Arts and "reading Mathematics" during the Spring term to coincide with the New York State exams.*

#### **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.

□

Imagine It! and *Treasures*. Each program includes ESL strategies and provides materials for incorporation into the daily lesson plans (gratis). Introductory ESL workshops will also be provided in order that new teachers will fulfill the required training hours—7.5 hours for general education teachers; 10 hours for special education teachers (gratis).

During the Spring Term, three members of our Language Allocation Policy (LAP) Team will attend the “LAP Training” provided by the DOE Office of English Language Learners. Teachers will be given additional technology training in order to further implementation and use of the *Imagine Learning* online program. A four-part program, given by the

**Section III. Title III Budget**

School: **P.S./I.S. 229K**

BEDS Code: **332000010229**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$4788	<input type="checkbox"/> 2 teachers – per session @ \$49.89 per hour (2 hours per day x 24 sessions per teacher = 96 per session hours) to provide an after school intensive English Language Arts instruction program for ELLs identified through NYSESLAT, ELA and Acuity. (Grade 2-6 students will be targeted.) – \$4788
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$3423	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;">                         LAP Training – DOE Office of English Language Learners. – \$250                           Professional Development/ Classroom Coaching: <i>Differentiation of Instruction for ELLs in the General Education Classroom</i> – Center for Integrated Teacher Education (CITE). Three – 1 hour workshops for 7 teachers including follow-up with an hour classroom visit by the CITE consultant (per teacher). \$ 2,300   <i>Imagine Learning, Inc.</i> Technology Workshops for implementation of ELL online program – \$873                     </div>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1701	<input type="checkbox"/> Purchase of instruction materials which focus on the development of English writing skills of ELLs. Continental Press Worktexts – \$1701

<b>Educational Software (Object Code 199)</b>	\$5088	<input type="checkbox"/> Purchase of additional site licenses for <i>Imagine Learning Inc.</i> , an interactive computerized program which provides students with individualized instruction aligned with State ELA standards and allows teachers to monitor and evaluate students' progress toward ELA and NYSESLAT benchmarks. – \$5,088
<b>Travel</b>	0	<input type="checkbox"/> Not applicable
<b>Other</b>	0	<input type="checkbox"/> Not applicable
<b>TOTAL</b>	<b>0</b>	

## **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.
  - 
  - Parent Surveys are completed by parents and collected at registration. Data is then collated to form a primary language needs data base.
    - Information is maintained on ATS and on the student emergency card.
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.

Chancellor's Regulations A-663 (Translations) were shared and discussed with the SLT, the PTA and the school staff.

Based on a review of the ethnic and racial census report, the home language survey, and discussion with parents and teachers, it was determined that written translation and oral interpretation services are needed in Chinese and Spanish. Approximately 44% of our 893 students are of Chinese descent and approximately 10% of our students are from Spanish speaking homes; of these about 25% of parents do not read English.

Consequently, the school estimates that 180 students' parents are in need of written translation and oral interpretation in Chinese and 30 families are in need of Spanish translations of the school's written communications. There is also a limited need (under 10 per language) to translate written communication into Russian, Arabic and Polish.

### **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.

- Documents are translated by the DOE's Translation and Interpretation Unit.
- Documents are translated in-house by the school staff.

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

- Oral interpretation services are provided by the DOE's Translation and Interpretation Unit at the school or by telephone.
- Oral interpretation services are provided in-house by the school staff.
- Oral interpretation services are also provided by family relatives/ friends who accompany the parent to school functions or conferences.

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>.

Copies of the Parent's Bill of Rights and Responsibilities (including their rights regarding translation and interpretation services) are distributed each fall.

A sign is posted at the primary entrance informing parents of the availability of interpretation services.

Parents are given the P.S./I.S. 229K Parent Handbook in their primary language.

The School Safety Plan indicates when parents (whose primary language is not English) need to communicate with the school's administrative offices, they are afforded three options:

They are able to bring their own interpreter.

The school will make available an in-house staff interpreter.

Services will be provided via a conference call with the DOE's Translation and Interpretation Unit.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	0	\$560,206	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,602		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

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 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

All teachers are highly qualified, as per the Highly-Qualified BEDS-NCLB School Data Summary Report (01/04/10).

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

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

**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

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

See attachment.

## **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.

See attachment.

## **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.

Please see Section IV: Needs Assessment.

2. Schoolwide reform strategies that:

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

P.S./I.S. 229K provides differentiated instruction throughout the school day. In addition to this, Academic Intervention Services (AIS) are provided for students who are approaching or do not meet state standards at three distinct times: (1) during the school day, (2) during the Extended Day program, and (3) during After-School programs. A gifted and talented class is also available at each grade level.

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

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

An ELA and Mathematics extended day program uses information gleaned from analyzing student assessment results in order to determine learning targets for teaching. Before- and After-School opportunities include two instrumental programs (string ensemble and jazz improvisation), a visual arts program, a Drama Club, a writing program, and Test Preparation classes in literacy, mathematics, and ESL.

o Help provide an enriched and accelerated curriculum.

The resources we have made available for teachers include "Challenge" or "Beyond Grade Level" suggestions for each subject and lesson.

o Meet the educational needs of historically underserved populations.

The resources we have made available for teachers include "Approaching Grade Level" and/or ESL suggestions and materials for each subject and lesson.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Students may receive at-risk counseling. All students receive special subjects during the school day (e.g., art, music, physical education, technology) which may serve as incentive for some children, building upon their personal interests.

o Are consistent with and are designed to implement State and local improvement, if any.

Not applicable.

3. Instruction by highly qualified staff.

Our staff is 100% highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.  
 Professional development opportunities are provided in-house throughout the school year; staff members are also encouraged to participate in programs through the school, Network, Department of Education, or outside agencies..

5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
 We accept student teachers and education students from a number of local colleges. We have used the New Teacher Finder, NYC Open Market, and professional networks to search for and to hire new teachers.

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

Activities for families will be coordinated by the Parent School Coordinator and the PTA Executive Board: workshops on using the ARIS Parent link, Family Literacy Night, participation in Science Fair activities, use of learning leaders, and polling families in regard to their other interests for parent/guardian and family workshops.

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 host two full-day Pre-K classes. Students with disabilities are served in the Integrated Co-Teaching (ICT, also known as CTT) class. Local "Universal Pre-K" programs are invited to tour the school in the Spring with their students in order to facilitate the transition of their students to our school in the Fall.

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

Teachers meet together for inquiry meetings every other week to analyze assessment results and to discuss new strategies to help children meet State standards.

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.

Standardized assessments are used in all classes. Teachers bring data gathered from their informal and formal assessments to the School Assessment Team (which meets every other week) for discussion in order to recommend appropriate Academic Intervention Services for each child.

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.

□All students may participate in our universal free Breakfast and Lunch programs. Elementary school students may participate in the Neighborhood Improvement Association's (NIA) Out-of-School-Time (OST) Program which begins at the end of the school day and on certain school holidays (lottery admission process).

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

### **Explanation/Background:**

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			\$560,206.00	True	
Title II	Federal	Yes			\$111,964.00	True	
Title III	Federal		No				
Title IV			No				
IDEA	Federal		No				
C4E	State						
Tax Levy	Local	Yes			\$3,795,331.00	True	

<sup>1</sup>**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.

<sup>2</sup>**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.

*Not applicable.*

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

*Not applicable.*

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;

*Not applicable.*

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

*Not applicable.*

c. Minimize removing children from the regular classroom during regular school hours;

*Not applicable.*

4. Coordinate with and support the regular educational program;

*Not applicable.*

5. Provide instruction by highly qualified teachers;

*Not applicable.*

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

*Not applicable.*

7. Provide strategies to increase parental involvement; and

*Not applicable.*

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

*Not applicable.*

## **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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

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

0

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

- Academic programs and educational support services
- Counseling services
- Intervention programs
- Outreach efforts to identify the STH population and help them access school programs
- The work of the liaison
- Research-based programs that benefit highly mobile students
- Data collection to assess the needs/progress of STH

### **Part B:**

**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).  
Not Applicable
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 Not Applicable
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.  
Not Applicable



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_20K229\_103110-130321.doc

## 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 <b>CFN - 604</b>	District <b>20</b>	School Number <b>229</b>	School Name <b>Dyker Elementary</b>
Principal <b>Robert Zappulla</b>		Assistant Principal <b>not applicable</b>	
Coach <b>Linda Palmer (math)</b>		Coach <b>not applicable</b>	
Teacher/Subject Area <b>Yvonne Kam / ESL</b>		Guidance Counselor <b>Jessica Kmec</b>	
Teacher/Subject Area <b>Kayley To / ESL</b>		Parent <b>Linda La Spina</b>	
Teacher/Subject Area <b>Elia Guldan / ESL</b>		Parent Coordinator <b>Andrea Abrams</b>	
Related Service Provider <b>Francine Cannizzo</b>		Other	
Network Leader <b>Gregory Jaenicke</b>		Other	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>893</b>	Total Number of ELLs	<b>97</b>	ELLs as Share of Total Student Population (%)	<b>10.86%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

During the school registration process at P.S./I.S. 229K, families are asked to complete the Home Language Identification Survey (HLIS). At that time, a pedagogue (ESL teacher) and an Assistant Principal conduct an initial screening by talking with the parents/guardians in order to determine the language spoken, thus giving them the appropriate language-copy of the HLIS. Staff, then, assist families in filling out the form, as necessary.

If parents/guardians indicate that there is another language spoken at home—and this is confirmed after speaking with the child during an informal interview—the child is classified as eligible for testing. Then, we put the appropriate OTELE (Other Than English Language Exposure) code in the box indicated on the survey.

During the first ten days of school, students whose HLIS form indicates a foreign language on the OTELE code box are individually administered the LAB-R. Any child scoring below the “cut score” on the LAB-R is entitled to participate in an ESL program. In addition to this, if a Spanish-speaking (native language) child does not reach the “cut score,” the Spanish LAB is administered to determine literacy in the native language.

Once testing completed, the “Placement Letter” or the “Non-Entitlement Letter” is sent home to the parents/guardians notifying them if their child is in need of ESL services or not.

Throughout the school year, family members of identified ELLs are invited to attend an orientation meeting. At the meeting, a video is shown with the various types of ESL programs offered throughout the city. Brochures are also provided in families’ native languages. Questions are welcomed. Family members are encouraged to complete the Parent Survey and Program Selection form at this time, ensuring that it is returned once parents/guardians are properly informed. If the form is not returned in a timely fashion, a note is sent home, and, if necessary, the family will also receive a phone call.

According to the options identified on the Parent Survey and Program Selection form, student placement is determined. If families select a program not offered at our school, necessary information is provided regarding other programs available at various locations. (This process usually occurs at the end of the orientation session.)

A trend over the past few years indicates that approximately 95% of our parents request a freestanding ESL program through Parent Survey and Program Selection process. These parents/guardians often indicate their wish for full immersion through an all English-speaking environment and the desire that their children become able to communicate with their English-speaking peers as soon as possible. Thus, program models being offered at our school are aligned with the requests made by the vast majority of parents/guardians.

Students are placed in our ESL program according to their grade and “cut scores” on the LAB-R or proficiency level on the NYSESLAT.

## Part III: ELL Demographics

## A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	3	2	2	1	1	1	2	1	0	0	0	0	0	13
<b>Total</b>	3	2	2	1	1	1	2	1	0	0	0	0	0	13

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	87	Special Education	15
SIFE	2	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 87	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/> 8	<input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 97
<b>Total</b>	<input type="checkbox"/> 87	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 8	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/> 97

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

## C. Home Language Breakdown and ELL Programs

### Transitional Bilingual Education

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	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
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	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
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
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	4	1	0	1	1	0	0	0	0	0	0	12
Chinese	15	19	9	7	4	3	5	0	0	0	0	0	0	62
Russian	4	1	0	0	1	1	0	0	0	0	0	0	0	7
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	2	1	3	2	0	0	3	1	0	0	0	0	0	12
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	1	0	0	0	0	0	1	0	0	0	0	0	0	2
Other	1	0	0	0	0	0	1	0	0	0	0	0	0	2
<b>TOTAL</b>	<b>25</b>	<b>24</b>	<b>16</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>97</b>

## 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.

At P.S./I.S. 229K, we provide ESL services with pull-out and push-in models. Three ESL teachers provide students the opportunity to participate according to their grade level and the mandated time. Children are taught solely in English. However, they are provided with

bilingual dictionaries in the classroom if needed. The main focus of our ESL program is to help students acquire English as fast as they can and to get them ready to function independently in the classroom. Beginners learn basic communication skills (so that they may interact with their peers and staff more easily) and fundamentals of English-language acquisition, whereas the intermediate and advanced students focus more on their individual English-language acquisition needs—generally involving the reading and writing strands of English Language Arts (ELA). For our junior high school students, the ESL teacher is pushed - in during the subjects such as science, mathematics and social studies class to help students acquire the content area as well as the English language skills .

All ELLs are receiving NYS mandated ESL allotted instruction time based on students’ proficiency level; beginners and intermediate students receive 360 minutes of ESL per week and advanced students receive 180 minutes per week. Teachers across the school help ELL students by using ESL strategies such as modeling, using visuals, big books and picture books for read alouds or vocabulary development, using authentic materials for show and tell, using graphic organizers such as Venn diagrams, webs, T-charts, semantic mapping, story mapping, KWL charts, collaborative research projects, journal writing, choral and guided reading, plus games and role-playing.

For Students with Interrupted Formal Educaion (SIFE), we have volunteer parents coming in as "Learning Leaders" to help them with basic phonics, vocabulary, and conversational skills.

For ELLs that are in the US schools less than three years also known as the newcomers, we try to assign a “buddy” who speaks the newcomer’s home language. We have a “Newcomer Kit” at all different levels which provides a tool in helping students who are new to the country develop the fundamental skills and language necessary to cope with their daily lives. We also offer an after-school Title III program, which focuses on academic vocabulary and basic communication skills. There are also test-prep classes being offered after school so that students can get ready for the ELA testing after one year.

For the ELLs receiving service 4 to 6 years, Great Leaps is one of the programs we offer to help the students. They get a one-to-one tutoring in a structured reading program that emphasizes phonemic awareness, fluency and comprehension development. Each student received a 10 to 20 minute drill and practice session three times each week other than their regular ESL class. This one-to-one intervention helps meet the individual needs of students. Part of these sessions is spent improving motivation and/or attention level if it is currently low. As in the ESL class, the focus is more on the writing section since it is usually the weakest area among all four modalities. Journaling and directed writing assignments are also a part of the classroom literacy curriculum.

For long-term ELLs which we only had 2, we offered them special help during the day targeting specific skills in literacy. Our enrichment for these students has included the focus on inquiry-learning to enable students to develop critical thinking skills. We also offered a concentration in creative writing.

For our ELLs identified as having special needs, a few of them have been able to be mainstreamed with our general education ELLs for pull-out services. Utilizing differentiated instruction to accommodate student learning styles we focus on comprehension at level and above reading level, embedded in high interest stories.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



The school will provide targeted intervention during the extended day program. Teachers assist students in becoming familiar with the terminology used on the NYS examinations. In each of the academic areas (mathematics, science and social studies), students are introduced to vocabulary through visuals and translations when available. We provide translated versions of the standardized tests for our Chinese and Spanish speaking ELL students who are more literate in their native languages so that they may demonstrate their content knowledge on the State Math, Science, and Social Studies tests rather than have their results influenced by a lack of English proficiency. As for students who have reached the proficiency level on the NYSESLAT (former-ELLs), the transitional plan is for student participation in our Academic Intervention Services (AIS) offered daily during the school day in order to strengthen the children’s English-language listening, speaking, writing, reading skills.

All students at P.S./I.S. 229K are encouraged to participate in our many programs which include music, theatre, writing workshop, and the visual arts. We also offer ELA, Math, and Title III after-school programs for targeted populations.

Throughout the school, we use the Imagine It! and Treasures literacy programs (which include strategies for ELLs), and Everyday Mathematics with its hands-on activities and math word walls. The NYC Science and Social Studies core curriculum text-based programs also offer teaching recommendations for ELLs. Students use Turbo Extreme which is a game-like device which uses grade-level mathematics, spelling, science, and social studies cartridges. The interactive computer program, Imagine Learning (which incorporates the use of multi-modalities) especially for beginner and intermediate ELLs is on computers throughout the school. We also use scaffolding techniques, group work, cooperative learning methods, and literacy-based thematic units throughout the school. The Scott Foresman Accelerating English Language Learning Series is designed and used specifically for ESL at each grade level. The interactive Leap Frog Library is available for all grade levels and our school library includes bi-lingual materials available to students.

Teachers provide buddy/partners for newly-arrived ELLs. The concern shown by both teacher and classmates (with one classmate in particular) provides a welcoming atmosphere for the child—possibly not only new to our school, but to our country as well. If possible, the child is paired with someone who speaks his/her native language. Classroom libraries that contain bilingual and native language books in the ELLs native languages are also provided.

### **C. Schools with Dual Language Programs**

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

### **D. Professional Development and Support for School Staff**

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

Guest speakers are brought in to the school to provide professional development presentations for all teachers focusing on differentiation of instruction, including strategies for teaching ELLs. New teachers are also sent to special professional development days sponsored by the Learning Support Organization or Department of Education targeting these recent staff members in order to meet the mandated ESL training for all staff. Other topics include the process of second language acquisition, content area strategies, and how cultural differences affect teaching and learning. ESL teachers are also a resource for all teachers on the staff.

### **E. Parental Involvement**

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

Parent involvement at P.S./I.S. 229K for all families is encouraged through membership on the PTA, its executive board and sub-committees, by election to the School Leadership Team, and as a trained volunteer in the NYC Learning Leaders program.

We evaluate the needs of all parents through our own PTA-sponsored family survey through the School Leadership Team. We also analyze responses from the Department of Education's Learning Environment Survey.

Our parental involvement activities include orientation to classroom and ESL programs, translation services are provided for parent-teacher conferences and meetings throughout the term. Our Parent Coordinator schedules meetings during the daytime and evening throughout each phase of the Middle School selection process. Translations are made available, as are translators.

## 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)	13	5	4	0	1	1	4	0	0	0	0	0	0	28
Intermediate(I)	6	17	5	4	1	2	4	0	0	0	0	0	0	39
Advanced (A)	6	2	7	6	3	2	3	1	0	0	0	0	0	30
Total	25	24	16	10	5	5	11	1	0	0	0	0	0	97

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	4	3	1	10
4	1	6	2	0	9

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
5	4	7	2	0	13
6	1	1	0	0	2
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	3	1	3	0	4	0	11
4	0	1	5	0	1	0	2	0	9
5	2	2	2	1	3	6	2	1	19
6	0	0	1	0	0	1	0	0	2
7	0	0	0	0	0	0	0	0	0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	4	0	1	0	5
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	0	1	0	2	2	0	0	7
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

Assessments to gather additional data regarding an individual student’s guided reading level through a running record, comprehension, and a fluency measure.

The GRADE early literacy assessment is used during the Fall term to gauge baseline skills or, for students already in our school, GRADE provides a means for monitoring progress from year to year. Student results will be analyzed using a variety of diagnostic reports produced for individual students as well as for groups of students using the GRADE scoring and reporting software. These intricate reports pinpoint students’ strengths and weaknesses and identify areas for targeted differentiated instruction with their classroom teacher and ESL teachers during the school day, as well as during the extended day. This tool also provides data for students who would benefit from enrichment.

GRADE is meant to be a diagnostic tool to distinguish what pre-reading or reading skills individuals have and what skills they need to be taught. GRADE measures the following areas in-depth: decoding, word reading, word meaning, phonemics, vocabulary, comprehension, and rhyming. GRADE is administered twice a year, in the Fall and Spring. Because the levels of GRADE are psychometrically linked, results can be used to monitor progress from grade to grade, year after year. This offers our school the flexibility to consistently assess progress on developmental reading goals set for the duration of an educational plan.

The Macmillan/McGraw-Hill Treasures Assessments gather additional data regarding an individual student’s guided reading level through a running record, comprehension, and a fluency measure. From use of this assessment twice annually, a student’s independent, instructional, and frustrational reading levels are identified to determine additional individualized learning needs.

Data patterns across proficiency levels reveal that the majority of our Beginner Level ESL students are those who are new to our school as well as the country. As students move to the next band of the NYSESLAT, ELLs find the higher level of skills tested naturally difficult (e.g., second grades take an assessment which is also taken by fourth graders). However, students make progress and most reach the proficient level in English-language acquisition as they move up the grades.

Across the grades, students at P.S./I.S. 229K show achievement in the speaking and listening modalities, especially after a couple of years in our ESL program. At the kindergarten level, the majority of our students are advanced in listening and speaking, while their reading and writing scores are more concentrated at the Beginner Level. Second and third graders have made progress in all modalities, despite the advanced skills tested on the “Grades 2-4 NYSESLAT band.” Our long-term ELLs continue to struggle at the reading and writing level (mostly with the writing component).

In place of ELL Predictives, we rely on information from our school-wide periodic assessments. Students in the upper grades use the Macmillan/McGraw-Hill Treasures NYS ELA-Style Assessments, the Scantron Performance Series and the Acuity Predictives. The websites that accompany Scantron and Acuity, as well as ARIS, allow us to create student groups based on their ELL status. The Performance Series and the Acuity sites also facilitate grouping of students by individual performance indicators or skills for reinforcement, re-teaching, or enrichment. Data insights gained from periodic assessments show that our students are having trouble with inference, making predictions, and vocabulary. We will re-evaluate these targeted learning goals once the next set of periodic assessments are administered during the winter trimester.

We attribute the success of our program for ELLs to a dedicated staff of classroom and ESL teachers, motivated students and cooperative families. The small group attention given particularly during ESL class is helping students to reach the proficient level on the NYSESLAT and to meet the standards assessed on the New York State ELA Test. Also, continued support for former-ELLs is provided in a small group, pull-out AIS model, as well as during the Extended Day (if deemed necessary). These supports, along with differentiated instruction in the classroom, will help our ELLs to reach their full potential and to become productive citizens of the 21st Century.

## 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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 229 Dyker					
<b>District:</b>	20	<b>DBN:</b>	20K229	<b>School</b>		332000010229

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	35	36		95.6	95.7	96.5
Kindergarten	123	123	125				
Grade 1	104	131	133	<b>Student Stability - % of Enrollment:</b>			
Grade 2	100	112	143	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	105	108	114		95.9	96.5	95.4
Grade 4	124	108	112				
Grade 5	104	136	110	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	29	96	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	28		40.7	55.6	55.6
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	13	14
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	660	782	897	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	13	6

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	11	12	21	Principal Suspensions	0	2	2
# in Collaborative Team Teaching (CTT) Classes	0	13	25	Superintendent Suspensions	0	1	0
Number all others	49	59	58				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	36	36	47
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	8	5
# receiving ESL services only	81	90	TBD				
# ELLs with IEPs	2	11	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	4	4	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	94.4	100.0	100.0
				% more than 2 years teaching in this school	72.2	86.1	72.3
				% more than 5 years teaching anywhere	66.7	72.2	68.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	92.0	87.2
American Indian or Alaska Native	0.2	0.3	0.1	% core classes taught by "highly qualified" teachers	86.3	92.9	100.0
Black or African American	0.6	0.5	0.9				
Hispanic or Latino	9.1	9.6	10.1				
Asian or Native Hawaiian/Other Pacific	45.2	43.6	43.9				
White	44.8	44.8	44.7				
<b>Male</b>	52.4	51.8	54.0				
<b>Female</b>	47.6	48.2	46.0				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	52.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)