



P.S. 238 ANNE SULLIVAN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 238 ANNE SULLIVAN
ADDRESS: 1633 EAST 8 STREET
TELEPHONE: 718-339-4355
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TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332100010238 **SCHOOL NAME:** P.S. 238 Anne Sullivan

SCHOOL ADDRESS: 1633 EAST 8 STREET, BROOKLYN, NY, 11223

SCHOOL TELEPHONE: 718-339-4355 **FAX:** 718-998-4351

SCHOOL CONTACT PERSON: Harla Joy Musoff-Weiss **EMAIL ADDRESS** HMusoff@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rosemarie Fisichelli

PRINCIPAL: Harla Joy Musoff-Weiss

UFT CHAPTER LEADER: Rosemarie Fisichelli

PARENTS' ASSOCIATION PRESIDENT: Marie Krnican & Mary Sener

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: WENDY KARP/Jose V. De La Cruz

SUPERINTENDENT: ISABEL DIMOLA

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Harla Joy Musoff-Weiss	Principal	
Regina Pizza	Admin/CSA	
Rosemarie Fischelli	UFT Chapter Leader	
Marie Krnican	PA/PTA President or Designated Co-President	
Mary Sener	Title I Parent Representative	
Brooke Escowitz	UFT Member	
Robert Dacchille	UFT Member	
Sofia Herrera	Parent	
Reyna Natividad	Parent	
Leovigilda Torres	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S 238, a barrier-free building, is part of the Children's First Network. The school services students, Pre-K through 8th grade. The Elementary School division has 15 general education classes, including two integrated classes and three Pre-K, full day programs. The Intermediate School has 6 general education classes, offering individualized programs and Regents programs for our high achieving intermediate school students and one integrated class. The elementary and intermediate divisions are serviced by math and literacy specialists and two assistant principals. Our special needs population is comprised of 9 12:1:1 classes, supervised by an assistant principal and special education coordinator. Our Guidance Counselors serve as intervention specialists, H.S. Liaisons and workshop coordinator for parents, students and staff. Our PIP Team oversees available academic intervention services for our students without disabilities.

The Anne Sullivan School's mission is to provide a sound and safe educational setting which encourages each child to realize his/her potential. Our school community is committed to creating an atmosphere that inspires high academic achievement, respect for global diversities and promotes civic and social responsibility. In this small, safe, nurturing environment we cultivate a community of productive life-long learners. PS 238 has a vision for all its students. We offer high quality instruction that provides our students with the finest education. Experiences at 238 will enhance academic, cultural and social education resulting in successful well-rounded citizens and proud 238 alumni. Our parents are welcomed into our community of learners. Parental support and involvement are an integral part of achieving our mission.

We see our school as a community where all members: students, staff and parents support each other. We address, accept and meet the needs of individuals and create an atmosphere where learning, creativity and participation take place. The members of our community will be life-long learners who are flexible and adaptable to change, responsible and accountable and will become active participants, in our school and society. They will have long term goals, high self-esteem, respect themselves and others. These members will develop decision-making skills, critical thinking skills and the ability to communicate effectively.

Our goals focus on improved student achievement. Our school design embraces a standards-based curriculum as the foundation for teaching and maintains that instruction should be driven by assessment. Rituals and routines necessary for successful learners are embedded systemically across the grades and the curriculum. Accountable talk, academic rigor, clear expectations,

organizing for effort and the interrogation of data enable us to meet our educational goals. We promote the interrogation of data to drive instruction and to support the achievement of all students as we adapt school programs to accommodate individual needs-based programming, including targeted intervention and our many enrichment programs.

We provide professional development opportunities across the disciplines, improving teaching capacity and instructional practices, strategically targeted to student achievement.

We engage in a collaborative process with parents to identify and support their children's needs and develop strategies and activities to foster family engagement.

We are continuously growing as a professional learning community.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 238 Anne Sullivan								
District:	21	DBN #:	21K238	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<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 checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<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	43	48	47		93.4	93.7	TBD		
Kindergarten	44	60	53						
Grade 1	61	49	53	Student Stability - % of Enrollment:					
Grade 2	42	68	46	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	41	39	56		94.9	92.90	TBD		
Grade 4	42	35	33						
Grade 5	37	46	35	Poverty Rate - % of Enrollment:					
Grade 6	56	43	60	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	50	52	40		80.4	80.4	89.3		
Grade 8	62	44	55						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	43	TBD		
Grade 12	0	0	0						
Ungraded	58	39	44	Recent Immigrants - Total Number:					
Total	536	523	522	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					10	21	10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<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	75	81	83	Principal Suspensions	47	17	TBD		
# in Collaborative Team Teaching (CTT) Classes	3	0	3	Superintendent Suspensions	8	3	TBD		
Number all others	41	43	54						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	106	124	141	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	18	17	63	Number of Teachers	52	54	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	31	35	TBD
				Number of Educational Paraprofessionals	25	21	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	78.8	72.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	76.9	74.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	89	TBD
American Indian or Alaska Native	0.8	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.9	100	TBD
Black or African American	11.4	7.3	6.9				
Hispanic or Latino	42.5	45.7	46				
Asian or Native Hawaiian/Other Pacific Isl.	15.3	17.4	18				
White	30	29.4	28.2				
Multi-racial							
Male	51.1	52.2	52.9				
Female	48.9	47.8	47.1				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
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"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	72.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

An in-depth analysis of data, including but not limited to preliminary results of the New York State Language Arts and Math exams, periodic NYSESLAT testing, Special Education Delivery Report, New York City Progress Report, New York State Report Card, Acuity Predictive and ARIS analysis indicates the following trends:

- A **B** on the New York City Progress Report for 2010-2011
- According to the results of the New York State ELA exam, there is an increase in the number of students not meeting proficiency. Results indicate that of 272 students tested, only 32% met proficiency. Of the 272 students, 46 were Students with Disabilities. Of the 46 Students with disabilities, only 4 students (8.7%) achieved proficiency.
- According to the results of the New York State ELA exam, there is an increase in the number of students not meeting proficiency. Results indicate that of 272 students tested, only 32% met proficiency. Of the 272 students, 61 students were English Language Learners. Of the 61 students, only 7 (11.5%) made proficiency
- According to our needs assessment based on the results of the New York State Math exam, there is an increase in the number of students not making proficiency. Of the 280 students tested, 54.3% did meet proficiency.
- Our fifth grade class will be targeted for academic instructional services as indicated by the New York state ELA exam.
- A continuing decrease in the number of students referred to Special Education as indicated by the Special Education Delivery Report of 5/28/10.
 - 2007-2008-**6.1%**
 - 2008-2009-**2.1%**
 - 2009-2010-**2.0%**
- Our declassification rate of 5.1% continues to surpass all public schools at 2.0%.
- P.S. embraces a standards-based curriculum as the foundation for teaching and maintains that instruction should be driven by assessment. As the Common Core State Standards are infused with the current New York State standards, our teachers continue to interrogate data to drive instruction, target professional development and meet instructional goals.
- Model classrooms, accountable talk, academic rigor, clear expectations and organizing for effort performed in a thinking environment aligns with the implementation and achievement of our goals. Weekly planning meetings and Collaborative Inquiry Team (CIT) meetings enable

us to share and evaluate the implementation of our educational action plan. We continue with intervisitations, targeted focus walks, grade conferences, faculty conferences, School Leadership Team meetings, parent-teacher conferences, parent classes and parent email as vehicles to share information within our school community.

- Our professional development is extensive as well as intensive. Professional Academy VII, 2010-11, will focus on improving student outcomes, increasing teaching capacity and deepening our knowledge and understanding of Thinking Maps to support our English Language Learners and Students with Disabilities. PS 238 will continue to provide high quality instruction for our professional staff, concentrating on the identification of at-risk students, the creation of individual intervention strategies while fostering a deep understanding of the Common Core State Standards. In addition, Professional Academy VIII will include all ESL personnel, as well as additional staff members. The focus is building leadership in an effort to improve student performance. Participants will engage in activities that infuse Common Core and ELL standards, creating a cohesive alignment between the two.
- We continue to integrate technology into all grades and content areas with Achieve 3000, and Thinking Maps® software, *Community of Learners*, which is available to all staff members, parents and students.
- To increase the achievement levels of our Special Needs and ELL population, we shall continue to foster a strong partnership with our educational assistants and their teachers, providing them with professional development tailored for their needs.
- We have initiated a “*College Readiness Begins in Middle School*” program that will focus students on the importance of planning for post secondary education and/or careers. This program will be supported by our “Internet Cafe”, an independent student-centered learning environment. This encourages student collaboration, provides access to technology and enriches higher achievers by developing independent research and investigative skills.
- A strong home-link connection is an essential component of student success. 238's parent education continues to expand in scope and in number. Classes and workshop topics include: *Your Child and Achieve 3000*, *Thinking Maps at Home*, *Colleges and Your Child*.
- Our greatest accomplishment continues to be our school community where all members- students, staff and parents-support each other in providing a sound and safe educational setting which encourages each child and adult to reach his/her potential. All of our resources, cultural, social and educational, are aligned to foster the development of well-rounded, socially responsible, critical thinking life-long learners. To this end, and to address the identified trends, new programs, have been introduced to staff, parents and students and established programs are adapted when necessary.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> <ul style="list-style-type: none"> • By June 2011 there will be an increase of 4 percentage points of English Language Learners who will achieve proficiency on the NYS ELA exam. 	<input type="checkbox"/> <p>According to our needs assessment based on the results of the New York State ELA exam, there is an increase in the number of students not meeting proficiency. Results indicate that of 272 students tested, only 32% met proficiency. Of the 272 students, 61 students were English Language Learners. Of the 61 students, only 7 (11.5%) made proficiency.</p>
<input type="checkbox"/> <p>By June 2011 there will be an increase of 4 percentage points of Students with Disabilities who will achieve proficiency of the NYS ELA exam.</p>	<input type="checkbox"/> <p>According to our needs assessment based on the results of the New York State ELA exam, there is an increase in the number of students not meeting proficiency. Results indicate that of 272 students tested, only 32% met proficiency. Of the 272 students, 46 were Students with Disabilities. Of the 46 Students with disabilities, only 4 students (8.7%) achieved proficiency.</p> <input type="checkbox"/>
<input type="checkbox"/> <ul style="list-style-type: none"> • By June 2011 there will be an increase of 2 percentage points in the number of students scoring a level 3 or 4 on the NYS Math exam. 	<input type="checkbox"/> <p>According to our needs assessment based on the results of the New York State Math exam, there is an increase in the number of students not making proficiency. Of the 280 students tested, 54.3% did meet proficiency.</p>

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
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • By June 2011 there will be an increase of 4 percentage points of English Language Learners who will achieve proficiency on the NYS ELA exam.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Time Line September 2010-June 2011</p> <p>Responsible Staff Members Administration Teachers Cluster specialists Staff Developer/ Mentor Data Specialist/Math Coach DOE personnel Guidance Counselor Dean School Assessment Team</p> <p>Target Population Students with Disabilities</p>

Actions/Strategies/Activities

Teachers

Professional Development to include:

Continued Professional Development by the Staff Developer, focusing on the customized Ramp-Up Program, presently in use systemically throughout the middle school.

Middle School teachers will be involved in a long term study group, emphasizing best practices and teaching techniques, based on the book, *Teach Like a Champion*, by Doug Lemov.

Professional Academy VII will continue to focus on improving student outcomes through increased teaching capacity and differentiated instructional practices. This will be done through a focus on the Common Core State Standards utilizing Thinking Maps, a research-based tool that utilizes “dynamic visual representation” to assist individuals in recognizing the eight thinking processes to produce, organize and communicate ideas. Professional Academy VII will support teachers in developing a comprehensive understanding of the use of Thinking Maps® in all content areas and across all grade levels. The following topics will be incorporated into Professional Academy VII:

- A focus on a specific Common Core State Standard comparing and contrasting it to a comparable state standard

- The alignment of practices and/or lessons to the CCSS

- Scaffolding/differentiating the order of instruction

- Creating CCSS-based rubrics aligned with the New York State Standards

Professional Academy VIII will include all ESL personnel, as well as additional staff members. The focus is building leadership in an effort to improve student performance. Participants will engage in activities that infuse Common Core and ELL standards, creating a cohesive alignment between the two.

Small group tutorial sessions for all teachers to introduce, explain and build the staff’s understanding of the Common Core State Standards with content connections, implications and alignment to current state and city standards for all grades and subject areas will systemically be rolled out by administration and teachers who participate in the professional development. This professional interaction will build upon established classroom curriculum, currently aligned to state and city standards.

To continue to integrate technology into all content areas in order to improve student outcomes and impact student learning. Teachers will be provided with four sessions of professional development in Achieve 3000, a program designed to strengthen students’ comprehension and support efforts to have students attain proficiency

through differentiated targeted instruction. The professional development will include the following:

Getting Started and Building Partnership -staff members will be introduced to the multiple features of this program

Identifying the Components of the Program

Differentiating for the Special Needs Students -adapting the literacy program to increase our students' engagement and achievement

Introducing, Accessing and Interpreting the Forecasting Report- learning how to use data more effectively in order to tailor intervention services before the state assessment.

Teachers will access this data

A continuing emphasis on the development of higher order questioning techniques and skills

Promoting a deeper understanding of the Professional Teaching Standards.

Developing the staff's understanding and application of the data and instructional features of ARIS in addition to utilizing ARIS in a collaborative manner.

Accessing, interpreting and implementing data, including but not limited to Acuity, ARIS, ECLAS, NYSESLAT, etc. and Achieve 3000 to drive instruction and collaboration

The integration of technology into all aspects of curricula, aligned to content, Math and ELA standards.

Creating early intervention strategies for all students, especially our Ells and Special Education students

Developing an understanding of learning indicators

Early Identification of at-risk students

Differentiated instruction to meet each student at his/her entry point

Training in the following standards-based educational programs:

Ramp Up

Imagine It- Open Court

SRA

Language for Learning

Reading Mastery

Training in enrichment programs

School Enrichment Model (SEM)

Renzulli

Achieve 3000

Photo Story 3

Teaching vocabulary effectively

Introducing high frequency Tier 2 words
Front loading vocabulary
Illustrated word walls

Strategies to Include:

A co-teaching model, infusing literacy into the content area
Mandating all students in grades 1-8 to attend extended day, configured into 3 -50 minute sessions through an SBO.
Teachers' programs to include planning and collaborative data interrogation periods
Expansion of the Talent Pool to include Photo Story 3
Teacher specialists in the content areas in grades 3-8
Incorporating 5th grade into our middle school
Nesting our 5th grade and 6th grades to foster academic rigor, encourage a smoother transition to junior high school and offer licensed content specialists, promoting greater student progress.
Maintaining work folders to set goals, drive instruction, monitor progress.
Continuing to infuse Thinking Maps into all grades and content areas while utilizing our *Community for Learning Software*, allowing teachers, students and parents access to Thinking Maps® in school or at home.
Utilization of 180 newly purchased Net Books

Students

A co-teaching model, lowering student-teacher ratio
Students requiring SETSS will continue to receive these services during team teaching in Language Arts and Math. This cooperative effort allows for the expanded use of ESL and Special Education differentiation strategies. This initiative facilitates targeted literacy intervention during content area periods.
6th- 8th grade students will continue to receive 8 periods of Language Arts; however, in 2010-2011 ELA will be scheduled in the middle school in 4-2 period blocks.
The School wide Collaborative Inquiry Team will support classroom teachers and targeted 4th, 5th, 6th and 7th graders who did not demonstrate proficiency on the New York State Language Arts Exam by investigating instructional strategies and materials.
Incorporating 5th grade into our middle school.
Nesting our 5th grade and 6th grades to foster academic rigor, encourage a smoother transition to junior high school and offer licensed content specialists, promoting greater student progress.

Additional personnel have been assigned to math classes in the fourth and fifth grades to lower the student: teacher ratio and to provide targeted academic assistance to those students.

To continue the systemic application of Thinking Maps® across all grades and content areas to stimulate critical and challenging thinking activities, while cultivating the organization and communication of ideas.

The opportunity to delve deeper into Thinking Maps® through the use of the *Community for Learning* software

Utilization of 180 newly purchased Net Books

To maximize our students' literacy development employing a research-based computerized instructional program, Achieve 3000. This program is divided into KidBiz3000 for grades 2-5 and TeenBiz3000 for grades 6-12. It is meant to increase our students' vocabulary, comprehension and writing proficiency. It allows all students in a class to read the same nonfiction article but not on the same level. Achieve 3000 meets each student at his/her entry point. The on-going assessment offered by Achieve 3000 determines the reading levels of the article to which the children will be presented, differentiated according to the assessed proficiency and/or need of the child. This program may be accessed in school, the Internet Café or at home. Math problems that relate to the articles are included with every selection, paralleling the assessed reading level of the child. Each student will be programmed for four periods of KidBiz 3000 or TeenBiz3000 a week.

Students in grades 7 and 8 will participate in a college/career awareness program aligned to the philosophy of the Common Core State Standards. Students will be involved in a minimum of 15 classes in the Step-by-Step College Workshops, a middle school curriculum, provided by the National Association for College Admission. To support this endeavor, our students will visit local high schools and colleges.

Participation by students in some/all of the following:

School Talent Pool-the school talent pool will include instrumental instruction, voice training and movie-making

Spanish Proficiency Exam

Regents Science and Math

Science lab grade 4

Internet Café, an independent student-centered learning environment that will encourage student collaboration, provide access to technology and encourage higher achievers to develop independent research and investigative skills.

All students, grades 1-8, are mandated to participate in the 50 minute extended day for 2010-2011. All students will be receiving instruction during the extended day through the SRA

reading program.

Value clarification classes and Peer Mediation supported by the Dean and the Guidance Counselor

Recorded student libraries have been expanded to include over 60 *Playaway Books*, IPOD-like devices, which stimulate vocabulary development, student interest and self-assessment.

Programs include:

- Customized *Ramp-Up*
- SRA
- Buckle Down
- Interactive Read Alouds
- Fundamentals of Testing
- Reading Mastery
- Language for Learning

Parents

With our large ELL population, we have a significant number of non-English speaking parents. The need to support parents will continue to be met through the following:

- Conferences
- PTA meetings
- Newsletters-on line and hard copies
- School Leadership meetings
- Individual parent-teacher conferences
- Parent workshops in the following areas:

- Accessing Acuity
- Arts and Crafts
- Nutrition/Health through Cornell University including lectures on
 - Diabetes
 - Abuse in the Home
- Thinking Maps® and the *Community for Learning*
- An introduction to College and Careers-to strengthen their understanding of the importance of higher education in their lives and the lives of their children. The parent coordinator will arrange trips to high schools and colleges for the

	<p>parents.</p> <p>We anticipate that these programs will help the parents become more productive in their everyday lives, more comfortable in their community interaction and more involved in their children's academic achievement.</p> <input type="checkbox"/>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<input type="checkbox"/> <p>All funds will be designated by "conceptual consolidation". This is a list of funding sources, including, but not limited to the following:</p> <p>C4E monies will be used for the following: Staff Developer Reduced class size</p> <p>Title I Special Education Assistant Principal Special Education Coordinator Special Education Support Translation services Parent classes and educational programs School wide programs Personnel for early intervention Professional Development</p> <p>Title II Reduced class size</p> <p>Title III (LEP) After school intervention programs Professional Development</p>

	<p>Tax Levy</p> <ul style="list-style-type: none"> Inquiry Team Data Specialist Network Cluster IEP Teacher Mandated Speech Shared Mandated Counseling Shared IEP Para <p>IDEA</p> <ul style="list-style-type: none"> Related Services IEP Para IEP Mandated Counseling Shared SBST shared SAPIS <p>NYSTL</p> <ul style="list-style-type: none"> Library Books Hardware Software Textbooks Parent Coordinator Summer School Shared <p><input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Grade specific movement with incremental gains as indicated by Fountas and Pinnell, using quarterly assessment tools such as ECLAS, PM Benchmarks and Quick Reads. Acuity Predictives and ITAs will assist in the evaluation the progress of our students. Diagnostic Writing Assessments administered in September, January and May, marked with a grade/task appropriate rubric will be used in the evaluation progress.</p>

Subject Area
(where relevant) :

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011 there will be an increase of 4 percentage points of Students with Disabilities who will achieve proficiency of the NYS ELA exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Time Line September 2010-June 2011</p> <p>Responsible Staff Members Administration Teachers LSO specialists Staff Developer/Mentor Data Specialist/Math coach DOE personnel Dean Guidance Counselor School Assessment Team</p> <p>Target Population Students with Disabilities</p> <p>Actions/Strategies/Activities</p> <p>Teachers</p> <p>Professional Development to include: Continued Professional Development by the Staff Developer, focusing on the customized Ramp-Up Program of America’s Choice, presently in use systemically throughout the middle school. Middle School teachers will be involved in a long term study group, emphasizing best</p>

practices and teaching techniques, based on the book, Teach Like a Champion, by Doug Lemov.

Professional Academy VII will continue to focus on improving student outcomes through increased teaching capacity and differentiated instructional practices. This will be done through a focus on the Common Core State Standards utilizing Thinking Maps, a research-based tool that utilizes “dynamic visual representation” to assist individuals in recognizing the eight thinking processes to produce, organize and communicate ideas. Professional Academy VII will support teachers in developing a comprehensive understanding of the use of Thinking Maps® in all content areas and across all grade levels. The following topics will be incorporated into Professional Academy VII:

- A focus on a specific Common Core State Standard comparing and contrasting it to a comparable state standard

- The alignment of practices and/or lessons to the CCSS

- Scaffolding/differentiating the order of instruction

- Creating CCSS-based rubrics aligned with the New York State Standards

Professional Academy VIII will include all ESL personnel, as well as additional staff members. The focus is building leadership in an effort to improve student performance. Participants will engage in activities that infuse Common Core and ELL standards, creating a cohesive alignment between the two.

Small group tutorial sessions for all teachers to introduce, explain and build the staff’s understanding of the Common Core State Standards with content connections, implications and alignment to current state and city standards for all grades and subject areas will systemically be rolled out by administration and teachers who participate in the professional development. This professional interaction will build upon established classroom curricula, currently aligned to state and city standards.

To continue to integrate technology into all content areas in order to improve student outcomes and impact student learning. Teachers will be provided with four sessions of professional development in Achieve 3000, a program designed to strengthen students’ comprehension and support efforts to have students attain proficiency through differentiated targeted instruction. The professional development will include the following:

- Getting Started and Building Partnership -staff members will be introduced to the multiple features of this program

- Identifying the Components of the Program

- Differentiating for the Special Needs Students -adapting the literacy program to increase our students’ engagement and achievement

- Introducing, Accessing and Interpreting the Forecasting Report- learning how to use data

more effectively in order to tailor intervention services before the state assessment.
Teachers will access this data

The continuing emphasis on the development of higher order questioning techniques and skills

Promoting a deeper understanding of the Professional Teaching Standards.

To continue to develop the staff's understanding and application of the data and instructional features of ARIS as it pertains to Collaborative Inquiry Teams and collaborative planning

Accessing, interpreting and implementing data, including but not limited to Acuity, ARIS, ECLAS, NYSESLAT, and Achieve3000 to drive instruction and collaboration

The integration of technology into all aspects of curricula, aligned to content area, Math and ELA standards

Training in the following standards-based educational programs:

- Ramp Up

- Imagine It- Open Court

- SRA

- Language for Learning

- Reading Mastery

Training in enrichment programs

- School Enrichment Model (SEM)

- Renzulli Learning Profile

- Photo Story 3

Teaching vocabulary effectively

- Introducing high frequency Tier 2 words

- Front loading vocabulary

- Illustrated word walls

Strategies to Include:

- A co-teaching model, infusing literacy into the content area

- Mandating all students in grades 1-8 to attend extended day, configured into 3 -50 minute sessions through an SBO.

- Teachers' programs to include planning and collaborative data interrogation periods

- Expansion of the Talent Pool to include Photo Story 3

- Teacher specialists in the content areas in grades 3-8

- Incorporating 5th grade into our middle school

- Nesting our 5th grade and 6th grades to foster academic rigor, encourage a smoother

transition to junior high school and offer licensed content specialists, promoting greater student progress.

Maintaining work folders to set goals, drive instruction, monitor progress.

Continuing to infuse Thinking Maps into all grades and content areas while utilizing our *Community for Learning Software*, allowing teachers, students and parents access to Thinking Maps® in school or at home.

Utilization of 180 newly purchased Net Books

Students

A co-teaching model, lowering student-teacher ratio

Students requiring SETSS will continue to receive these services during team teaching in Language Arts and Math. This cooperative effort allows for the expanded use of ESL and Special Education differentiation strategies. This initiative facilitates targeted literacy intervention during content area periods.

6th- 8th grade students will continue to receive 8 periods of Language Arts; however, in 2010-2011 ELA will be scheduled in the middle school in 4-2 period blocks

The School wide Collaborative Inquiry Team will support classroom teachers and targeted 4th, 5th, 6th and 7th graders who did not demonstrate proficiency on the New York State Language Arts Exam by investigating instructional strategies and materials.

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Participation by students in some/all of the following:

- School Talent Pool-the school talent pool will include dance, instrumental instruction, voice training and movie-making

- Spanish Proficiency Exam

- Regents Science and Math

- Science lab grade 4

- Internet Café, an independent student-centered learning environment that will encourage student collaboration, provide access to technology and encourage higher achievers to develop independent research and investigative skills.

- A student "Mouse Squad" and student mentors will assist other students in alignment with the basic philosophy behind our independent student-centered environment, Internet Cafe, and in conjunction with our service requirements

All students, grades 1-8, are mandated to participate in the 50 minute extended day for 2010-2011. All students will be receiving instruction during the extended day through the SRA reading program.

Sixth graders, who scored 1 or a low 2 on the NYS Social Studies exam in the 5th grade, receive mandated support during the 50 minute extended day, incorporating literacy into the content areas.

Value clarification classes supported by the Dean

Recorded student libraries have been expanded to include over 60 *Playaway Books*, IPOD-like devices, which stimulate vocabulary development, student interest and self-assessment.

Programs include:

Customized *Ramp-Up*
Navigator
SRA
Buckle Down
Interactive Read Alouds
Fundamentals of Testing
Reading Mastery
Language for Learning

Parents

With our large ELL population, we have a significant number of non-English speaking parents. The need to support parents will continue to be met through the following:

Conferences
PTA meetings
Newsletters-on line and hard copies
School Leadership meetings
Individual parent-teacher conferences
Parent workshops in the following areas:

Accessing Acuity
Arts and Crafts
Nutrition/Health through Cornell University including lectures on
Diabetes
Abuse in the Home
Thinking Maps® and the *Community for Learning*
College and Careers

We anticipate that these programs will help the parents become more productive in their everyday lives, more comfortable in their community interaction and more involved in their children's academic achievement.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
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.

All funds will be designated by "conceptual consolidation". This is a list of funding sources, including, but not limited to the following:

C4E monies will be used for the following:
Staff Developer
Reduced class size

Title I
Special Education Assistant Principal
Special Education Coordinator
Special Education Support
Translation services
Parent classes and educational programs
School wide programs
Personnel for early intervention
Professional Development

Title II
Reduced class size

Title III (LEP)
After school intervention programs
Professional Development

Tax Levy
Inquiry Team
Data Specialist
Network Cluster
IEP Teacher
Mandated Speech Shared
Mandated Counseling Shared

	<p>IEP Para</p> <p>IDEA</p> <p>Related Services IEP Para IEP Mandated Counseling Shared SBST shared SAPIS</p> <p>NYSTL</p> <p>Library Books Hardware Software Textbooks Parent Coordinator Summer School Shared</p> <p><input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Acuity Predictives and ITAs will assist in the evaluation the progress of our students. Grade specific movement with incremental gains as denoted by pacing calendar Student progress will be reviewed as indicated. Information should be pertinent and personal to each student.</p>

Subject Area
(where relevant) :

Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable,</i></p>	<p><input type="checkbox"/></p> <p>By June 2011 there will be an increase of 2 percentage points in the number of students scoring a level 3 or 4</p>
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<p><i>Achievable, Realistic, and Time-bound.</i></p>	<p>on the NYS Math exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Time Line September 2010-June 2011</p> <p>Responsible Staff Members Administration Teachers Cluster 605 support Staff Developer/Mentor Data Specialist/Math coach DOE personnel Guidance Counselor Dean School Assessment Team</p> <p>Target Population Students with Disabilities</p> <p>Actions/Strategies/Activities</p> <p>Teachers</p> <p>Professional Development to include:</p> <p>Professional Academy VII will continue to focus on improving student outcomes through increased teaching capacity and differentiated instructional practices. This will be done through a focus on the Common Core State Standards utilizing Thinking Maps, a research-based tool that utilizes “dynamic visual representation” to assist individuals in recognizing the eight thinking processes to</p>

produce, organize and communicate ideas. Professional Academy VII will support teachers in developing a comprehensive understanding of the use of Thinking Maps® in all content areas and across all grade levels. The following topics will be incorporated into Professional Academy VII:

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A continuing emphasis on the development of higher order questioning techniques and skills

Promoting a deeper understanding of the Professional Teaching Standards.

To continue with developing the staff's understanding and practical application of the data and instructional features of

ARIS.

In accessing, interpreting and implementing data, including but not limited to Acuity, ARIS, ECLAS, NYSESLAT, and Achieve to drive instruction and foster collaboration

Creating early intervention strategies for all students, especially our ELL and SETTS population

The integration of technology into all aspects of curricula, aligned to content area, Math and ELA standards

Training in the following standards-based educational programs:

Ramp Up

Imagine It Open Court

SRA

Language for Learning

Reading Mastery

Training in enrichment programs

School Enrichment Model (SEM)

Renzulli Learning Profile

Achieve 3000

Photo Story 3

Teaching vocabulary effectively

Introducing high frequency Tier 2 words

Front loading vocabulary

Illustrated word walls

Strategies to Include:

A co-teaching model, infusing literacy into the content area
Mandating all students in grades 1-8 to attend extended day, configured into 3 -50 minute sessions through an SBO.

Teachers' programs to include planning and collaborative data interrogation periods

Expansion of the Talent Pool to include Photo Story 3

Teacher specialists in the content areas in grades 3-8

Incorporating 5th grade into our middle school

Nesting our 5th grade and 6th grades to foster academic

rigor, encourage a smoother transition to junior high school and offer licensed content specialists, promoting greater student progress.

Maintaining work folders to set goals, drive instruction, monitor progress.

Continuing to infuse Thinking Maps into all grades and content areas while utilizing our *Community for Learning Software*, allowing teachers, students and parents access to Thinking Maps® in school or at home.

Utilization of 180 newly purchased Net Books

Students

A co-teaching model, lowering student-teacher ratio

Students requiring SETSS will continue to receive these services during team teaching in Social Studies. This cooperative effort allows for the expanded use of ESL and Special Education differentiation strategies. This initiative facilitates targeted literacy intervention during content area periods.

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Additional personnel have been assigned to Math classes in the fourth and fifth grades to lower the student : teacher ratio and to provide targeted academic assistance to the students.

Differentiated Instruction

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Spanish Proficiency Exam

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Internet Café, an independent student-centered learning environment that will encourage student collaboration, provide access to technology and encourage higher achievers to develop independent research and investigative skills.

A student "Mouse Squad" and student mentors will assist other students in alignment with the basic philosophy behind our independent student-centered environment, Internet Cafe, and in conjunction with our service requirements

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Value clarification classes supported by the Dean

Recorded student libraries have been expanded to include over 60 *Playaway Books*, IPOD-like devices, which stimulate vocabulary development, student interest and self-

assessment.

Utilization of 180 newly purchased Net Books

To expand the use of the Internet Café to grade 3, scheduling teachers to accommodate grades 3-8.

To maximize our students' literacy development employing a research-based computerized instructional program, Achieve 3000. This program is divided into KidBiz3000 for grades 2-5 and TeenBiz3000 for grades 6-12. It is meant to increase our students' vocabulary, comprehension and writing proficiency. It allows all students in a class to read the same nonfiction article but not on the same level. The on-going assessment offered by Achieve 3000 determines the reading levels of the article to which the children will be presented, differentiated according to the assessed proficiency and/or need of the child. This program may be accessed in school, the Internet Café or at home. Math problems that relate to the articles are included with every selection, paralleling the assessed reading level of the child.-

Programs include:

Customized *Ramp-Up*
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SRA
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Interactive Read Alouds
Fundamentals of Testing
Reading Mastery
Language for Learning

Parents

With our large ELL population, we have a significant number of non-English speaking parents. The need to support parents will continue to be met through the following:

Conferences

	<p>PTA meetings Newsletters-on line and hard copies School Leadership meetings Individual parent-teacher conferences Parent workshops in the following areas:</p> <p style="padding-left: 40px;">Accessing Acuity Arts and Crafts Nutrition/Health through Cornell University including lectures on Diabetes Abuse in the Home Thinking Maps® and the <i>Community for Learning</i> An introduction to College and Careers-to strengthen their understanding of the importance of higher education in their lives and the lives of their children. The parent coordinator will arrange trips to high schools and colleges for the parents.</p> <p>We anticipate that these programs will help the parents become more productive in their everyday lives, more comfortable in their community interaction and more involved in their children's academic achievement.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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"/> All funds will be designated by "conceptual consolidation". This is a list of funding sources, including, but not limited to the following:</p> <p>C4E monies will be used for the following: Staff Developer Reduced class size</p> <p>Title I Special Education Assistant Principal Special Education Coordinator</p>

	Special Education Support
	Translation services
	Parent classes and educational programs
	School wide programs
	Personnel for early intervention
	Professional Development
	Title II
	Reduced class size
	Title III (LEP)
	After school intervention programs
Professional Development	
Tax Levy	
Inquiry Team	
Data Specialist	
Network Cluster	
IEP Teacher	
Mandated Speech Shared	
Mandated Counseling Shared	
IEP Para	
IDEA	
Related Services IEP Para	
IEP Mandated Counseling Shared	
SBST shared	
SAPIS	
NYSTL	
Library Books	
Hardware	

	<p>Software Textbooks Parent Coordinator Summer School Shared</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Grade specific movement with incremental gains as indicated by Fountas and Pinnell, using quarterly assessment tools such as ECLAS, PM Benchmarks and Quick Reads. Acuity Predictives and ITAs will assist in the evaluation the progress of our students. Diagnostic Writing Assessments administered in September, January and May, marked with a grade/task appropriate rubric will be used in the evaluation progress. Student progress will be reviewed as indicated. Information should be pertinent and personal to each student.</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	61		N/A	N/A				
1	58	58	N/A	N/A				
2	56	56	N/A	N/A			1	
3	66	66	N/A	N/A				
4	59	59				1		
5	32	32	32	32				12
6	44	44	15	16	12			44
7	61	61			12	1		61
8	41	41			12			
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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).					
ELA:	<input type="checkbox"/> <table border="1" data-bbox="663 441 1885 1182"> <thead> <tr> <th data-bbox="663 441 1075 678">Name of Academic Intervention Services (AIS)</th> <th data-bbox="1083 441 1885 678">Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</th> </tr> </thead> <tbody> <tr> <td data-bbox="663 685 1075 1182"> ELA: Reader's Theatre Open Court ESL Foundations SETTS (At-Risk) Talent Pool Ramp-Up Language for Learning SRA Imagine It Interactive Read Aloud The Wright Skills · Thinking Maps® </td> <td data-bbox="1083 685 1885 1182"> Small group after school-extended day Small group during school day Small groups during the school day and after school Whole class in Kindergarten , 12:1 and 12:1:1 Small group during school day Small groups during the school day grades 3-8 Whole class and small group during school day Small group during school day Whole class and small group during the school day Small group after school Whole class and small group during school day, grades 4-5 Whole and small group daily during school day · School wide instruction </td> </tr> </tbody> </table>	Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).	ELA: Reader's Theatre Open Court ESL Foundations SETTS (At-Risk) Talent Pool Ramp-Up Language for Learning SRA Imagine It Interactive Read Aloud The Wright Skills · Thinking Maps ®	Small group after school-extended day Small group during school day Small groups during the school day and after school Whole class in Kindergarten , 12:1 and 12:1:1 Small group during school day Small groups during the school day grades 3-8 Whole class and small group during school day Small group during school day Whole class and small group during the school day Small group after school Whole class and small group during school day, grades 4-5 Whole and small group daily during school day · School wide instruction	<input type="checkbox"/>
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Mathematics:	<input type="checkbox"/> <table border="1" data-bbox="663 1266 1885 1424"> <thead> <tr> <th data-bbox="663 1266 1075 1424">Mathematic</th> <th data-bbox="1083 1266 1885 1424"></th> </tr> </thead> <tbody> <tr> <td data-bbox="663 1266 1075 1424"> Math Regents Preparation ESL Math Support Buckle Down At-Risk SETTS </td> <td data-bbox="1083 1266 1885 1424"> Small group during school day and after school Small group during school day, extended day and after school 1:1 during the school day and small group during </td> </tr> </tbody> </table>	Mathematic		Math Regents Preparation ESL Math Support Buckle Down At-Risk SETTS	Small group during school day and after school Small group during school day, extended day and after school 1:1 during the school day and small group during	<input type="checkbox"/>
Mathematic						
Math Regents Preparation ESL Math Support Buckle Down At-Risk SETTS	Small group during school day and after school Small group during school day, extended day and after school 1:1 during the school day and small group during					

	<ul style="list-style-type: none"> · Thinking Maps® · Math Connects · Number World 	<ul style="list-style-type: none"> extended day Small group-targeted instruction during school day · School wide instruction · Whole class instruction during school day · Whole class instruction
	<input type="checkbox"/>	
Science:	<input type="checkbox"/>	
	<p>Science:</p> <ul style="list-style-type: none"> · Test Prep · Science tutoring · Regents Test Prep · ESL push-in · Internet Cafe · Thinking Maps® 	<ul style="list-style-type: none"> · Small group after school · Small group instruction during the school day and extended day · Small group instruction during the school day and extended day · Small group - targeted instruction during school day · Small group participation during school · School wide instruction
	<input type="checkbox"/>	
Social Studies:	<input type="checkbox"/>	
	<p>Social Studies</p> <ul style="list-style-type: none"> · ESL push-in · At-risk SETTS · Internet Cafe · Thinking Maps® 	<ul style="list-style-type: none"> · Targeted assistance during school · Small group and targeted instruction during school day · Small group participation during school · School wide instruction
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Sees students at-risk on a scheduled basis and as needed from Pre-K -8 th grade.	
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Sees students at-risk on a scheduled basis and as needed from Pre-K -8 th grade..	
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Sees students at-risk on a scheduled basis and as needed from Pre-K -8 th grade.	

At-risk Health-related Services:

- Full time nurse . All at-risk health problems identified and proper measures taken.
- Tennis, Culinary Arts and Nutrition, Cook Shop, Safe-Dating Course

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)

2-8

Number of Students to be Served:

LEP 60 LEP

Non-LEP 0

Number of Teachers 5

Other Staff (Specify) N/A

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.

For the 2010-2011 school year, we will be offering an after school program to all ELL's in grades two through eight. There are currently 60 English Language Learners in these grades, all of whom will be invited to attend this program. Five fully certified ESL teachers will teach the program. In addition, an administrator and a school secretary will be necessary to run the program, as it will run beyond normal school hours. Please note that there will be another after-school program, running concurrently to the Title III program. The secretary and school administrator will be paid from those funds. The ESL program will meet twice weekly, for one hour and will run from November through March.

s program is designed to give struggling students a boost in their reading skills and academic confidence. In an effort to further promote English language proficiency for Adequate Yearly Progress (AYP), we will also be utilizing the *Getting Ready for the NYSESLAT and Beyond* series, published by Attanasio and Associates, Inc. This series ensures that teachers optimally identify and put into practice the best strategies that are needed in standards- based instruction. The assessment component of this program allows teachers to identify pertinent skills that students need to succeed, and enables them to utilize ongoing assessment activities to measure students' progress in attaining English language proficiency. This series is extremely beneficial in aiding the students to become familiar with the structures and features of the NYSESLAT exam.

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.

For the 2010-2011 school year, we will continue to study *Thinking Maps*, through a five-part professional development series. The *Thinking Map* program consists of eight maps that allow students to organize information in a graphic presentation. *Thinking Maps* promote higher order cognitive skills for all students, including ELLs. In an effort to further the methodical application of *Thinking Maps*, we will be providing specialized training to select staff members during the school day. *Thinking Maps Incorporated* will be providing this high-quality training for five sessions. The focus for these training sessions will be; utilizing *Thinking Maps* in conjunction with the *Common Core State Standards*, as well as further promoting literacy and writing skills amongst students.

We will be continuing the *Professional Academy* series. These sessions will be held after-school, and will include all ESL personnel, as well as additional staff members. The focus for this year's academy is building leadership. In an effort to improve student performance, participants will engage in activities that infuse *Common Core* and ELL standards, creating a cohesive alignment between the two.

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Section III. Title III Budget

School: **PS/IS 238**
 BEDS Code: **332100010238**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$7,731.00 \$5,388.00	<input type="checkbox"/> \$7,731.00 - ESL After-school program. Five teachers X 31 hours (\$49.87 x five teachers x 31 hours) \$5,388.00- Professional Academy VIII. Nine teachers X 12 hours (\$49.87 x nine teachers x 12 hours)
Purchased services - High quality staff and curriculum development contracts	\$11,250.00	<input type="checkbox"/> Thinking Maps training. Five sessions at \$2250 per session.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$11.00	<input type="checkbox"/> Pens for students in the middle school, to be utilized during the after school program.
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A

Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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.

Based on the various home languages, gathered by the ESL teachers from the respective Home Language Survey Forms, we assess the written translation and oral interpretation needs of the parent population. To that end, we furnish any important documentation and school notification letters in the respective native languages, ensuring that all parents are provided with appropriate and timely information in a language they can understand. Staff members who are bilingual, aid in both oral and written interpretation and translation as needed

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.

It is therefore necessary to disseminate information in the appropriate alternate languages. In addition, bilingual interpreters are always available to assist in oral translation when needed. Our school community is well-informed about the use of bilingual interpreters and the dissemination of information in the appropriate languages.

Part B: Strategies and Activities

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

At the onset of the school year in September, and periodically throughout the school year, parent orientation meetings are conducted, replete with bilingual interpreters in the respective native languages of our school's parent population. Our in-house school staff and parent volunteers provide written translation and oral interpretation services. Our parent coordinator works diligently to ensure that parents are apprised of necessary information, as it relates to the students and the school community at large.

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.

As indicated in Part A; staff members and parent volunteers who are bilingual, aid in oral interpretation of any important information which parents need to be made aware of. In addition, the parent coordinator is a strong advocate for parents, and works to ensure that parents are provided with any necessary oral interpretation services.

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>.

P.S. 238 is committed to ensuring that our parents have a meaningful opportunity to participate in and have access to programs and services critical to their child's education. As per the Chancellor's Regulation A-663, we provide translation and interpretation services that assist parents in communicating effectively with teachers, administrators, and other school personnel. School personnel are utilized when performing these translations and interpretations. Our staff includes speakers of all of the major home languages spoken within our school population. Parental notification letters are provided in students' home languages, as well as in English. Interpreters are always available throughout the school year, be it during school registration, parent-teacher meetings, parent-orientation meetings, or any other impromptu meetings that a parent may wish to have during the school day. These interpretations may take place both in-person and or over the phone, as we strive to ensure that all parents are well informed and empowered to make the necessary decisions regarding their children's education.

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:	444,738.00 Basic	108,939.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,536.77		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,286.90	*	
4. Enter the anticipated 10% set-aside for Professional Development:	44,473.80	*	

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.

* 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.

□

THE ANNE SULLIVAN SCHOOL
P.S. 238
1633 East 8th Street , Brooklyn, New York 11223
TEL (718) 339-4355 FAX (718) 998-4351

Harla Musoff-Weiss
Principal

JoAnn C. Acuna
Assistant Principal

Rita Menkes
Assistant Principal

Steven Michaels
Assistant Principal

P.S. 238 PARENT INVOLVEMENT POLICY

PURPOSE

The purpose of the P.S. 238 Title I Parent Involvement Program is to encourage the parents of the students receiving Title I services to take an active role in the education of their child/children. Results of education research confirm that student achievement is linked to parent involvement and that achievement increases as the level of parent involvement increases.

GOALS

- § To inform parents of the criteria necessary for the children to participate in Title I program and the specific instructional objectives and methods used in the Title I program.

- § Support the efforts of the parents including training to understand program requirements and to work with their children in the home to attain instructional objectives of programs.
- § To further promote collaboration and communication between home and school so that parents can assist their children in attaining adequate yearly progress.
- § To provide opportunities for parents to become informed about the program and to consult with parents on an ongoing basis so that they can work with the school to achieve the programs objectives.
- § To ensure opportunities, to the extent practicable, for the full participation of parents, including those with disabilities who are limited English proficient.
- § To disseminate information regarding the use of Acuity to allow parents to monitor the progress of their children
- § To increase the use of parent emails to foster a stronger home–school connection
- § To expand academic workshops in our existing Parent Education Program

THE SCHOOL WILL MEET LEGISLATIVE MANDATES BY

- § Developing a written policy, after collaboration with parents, to ensure that parents are involved in the planning, design and implementation of the Title I program.
- § Periodic meetings to which all parents will be invited; information about the program will be disseminated during these meetings.
- § Reporting to parents on their children’s progress, including conducting parent teacher conferences.
- § Providing opportunities for voicing parental concerns about the program.
- § Providing to the fullest extent possible information, programs and activities in a language and form that parents can understand, including but not limited to School Messenger, newsletters, parent emails and parent-teacher conferences.

CONSULTATION WITH PARENTS

The school will establish a parent-advisory council in accordance with title I requirements.

PROGRAM ACTIVITIES

A needs assessment has been done by the school through distribution of a questionnaire to all parents of participating students. To meet these needs, activities will be conducted under the direction of the District Parent Involvement Coordinator. Activities will reflect the multi-ethnic, multi-cultural diversity of the student and parent population. These activities include but are not limited to P.S. 238’s Talent Pool, Theatre Arts Program, our association with American Place Theatre, the Barnes and Noble Excursions, parent workshops which include ‘Nutrition’, ‘Living with Diabetes’ and ‘Abuse in the Home’, and parental training on Acuity.

IMPLEMENTING LEGISLATIVE MANDATES OF THE TITLE I PROGRAM by providing opportunities such as participation on advisory councils and curriculum review panels and by rescheduling meetings, parent-teacher conferences, the annual meeting and other activities on a district-wide or school basis during, before or after the regular school day.

PROVIDING OUTREACH SERVICES to eligible parents, including those who are not normally involved in school activities, to forge a bond between home and school. These activities may include home visitations and phone contacts, open houses, luncheons, guest speakers, trips, newsletters and announcements of school and community events. Bilingual staff members may provide translations in parents' native languages and assist in other outreach services.

TRAINING PARENTS To provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title I and regular school programs, training on Acuity, dealing more effectively with schools, using the services of community agencies, understanding child development, regularly scheduled classes in language acquisition, nutrition, technology and sewing, supporting the instructional program at home, communicating effectively with children, motivating youngsters and building their self-esteem.

DEVELOPING INSTRUCTIONAL RESOURCES for use by parents and parent trainers. These may include handbooks describing Title I programs, skill-building materials which include enrichment skills, learning games and homework helper ideas, and the school community resource information such as Dial-A-Teacher services. Establish and run a parent resource center or lending center with materials such as trade books and math manipulatives for parents to use with their children.

THE PARENT/GUARDIAN AGREES

- § To become involved in developing, implementing, evaluating and revising the school/parent involvement plan by attending Title I meetings.
- § To Monitor their children's
 - o Attendance at school
 - o Homework
 - o Television watching time
 - o Overall academic performance
- § To work with their children on schoolwork; read for at least 20 minutes per day to kindergarten and first grade students and listen to students in grades 2-5 read for at least 20-30 minutes per day.
- § To be reasonably accessible to teachers and administrators
- § Volunteering in my child's classroom
- § Participating as appropriate in decisions relating to my child/children's education
- § Promoting positive use of my child's extracurricular time
- § Staying informed about my child's education in communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- § Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Leadership Team, the District wide Policy Advisory Council, the State's Committee of Practitioners or any other school advisory or policy groups.
- § To reinforce the importance of education

§ To support the school's Code of Behavior

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.

THE ANNE SULLIVAN SCHOOL
P.S. 238

Harla Musoff-Weiss
Principal

JoAnn C. Acuna
Assistant Principal

Rita Menkes
Assistant Principal

Steven Michaels
Assistant Principal

P.S. 238 SCHOOL/PARENT COMPACT

PS 238, and the parents of the students participating in activities, services and programs funded by Title I Part A, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

PS 238 will:

- Provide high-quality curriculum and instruction in a supportive, effective and safe learning environment that enables the participating children to meet the State's student academic standards as follows:
 - § Enable students to effectively use Thinking Maps® in the classroom
 - § Assist teachers in accessing, interpreting and implementing data-driven instruction, including but not limited to Acuity, ECLAS, etc.
 - § Ensure the integration of technology into all aspects of curricula, aligned to content area, Math and ELA standards
 - § Provide professional development to familiarize teachers with newly acquired standards/research-based educational programs, including but not limited to Thinking Maps®
 - § Recorded student libraries have been expanded to include over 60 *Playaway Books*, IPOD-like device which stimulate vocabulary development, student interest and self-assessment.
 - § Provide enrichment programs, including P.S. 238's Talent Pool, Theatre Arts Program and Barnes and Noble excursions
- § Utilize Renzulli Learning Profiles
- § Schedule SETTS and ESL teachers in a co-teaching model, enabling them to infuse and support literacy in content areas, while lowering the student/teacher ratio. Students requiring SETTS will receive these services during team-teaching in Social Studies. This cooperative effort allows for the expanded use of ESL and Special Education differentiation strategies. This initiative facilitates targeted literacy intervention.
- § Program teacher specialists in grades 3-8
- § All teachers maintain achievement binders, conference binders and portfolios to drive instruction and planning
- § Continued mentoring for Year 2 teachers
- § For 2010-2011 each student in the middle school will receive a customized multi-track program. Programs will reflect content area strength as well as strength in literacy and math. This should heighten interest levels, lower frustration levels and facilitate differentiated instruction.
- § Involve the Leadership Team with assisting in involving all parents in the instruction of their child/children.
 1. Hold parent teacher conferences two times a year-once in the fall and again in the spring during which time this compact will be discussed as it relates to the individual child's achievement. Opportunities will be provided for additional 1 to 1 conferences as requested by either parents and/or teachers.
 2. Provide parents with frequent reports on their child's progress. Specifically, progress reports and mid quarter notices will be sent home. Newsletters for elementary grades are sent home with the students and also available on line.
 3. Provide parents reasonable access to staff. Parents will have access to administration and teachers by phone, written messages and the Parent Coordinator. Opportunities will be provided for additional 1 to 1 conferences as requested by either parents and/or teachers.

4. Opportunities will be given for parents to volunteer, observe and/or participate in their child's class and school activities. They will be able to attend monthly assemblies, fall and springs concerts and participate in our Barnes and Noble Excursions. In addition, parents will be asked to participate in trips to local high schools and colleges.

Parent Responsibilities

We, as parents, will support our children's learning, such as:

- Becoming involved in developing, implementing, evaluating and revising the school/parent involvement plan by attending Title I meetings.
- Being a member of ARIS community. **(Please contact our Parent Coordinator for your ARIS Logon, if you haven't already done so.)**
- Monitoring our children's:
 - o Attendance at school
 - o Homework
 - o Television watching time
 - o Overall academic performance
- Working with our children on schoolwork; read for at least 20 minutes per day to kindergarten and first grade students and listen to students read in grades 2-5 for at least 20-30 minutes per day in order to monitor them.
- Being reasonably accessible to teachers and administrators
- Volunteering in my child's classroom
- Participating as appropriate in decisions relating to my child/children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education in communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Leadership Team, the District wide Policy Advisory Council, the State's Committee of Practitioners or any other school advisory or policy groups.
- Reinforcing the importance of education
- Supporting the school's Code of Behavior

Student Responsibilities

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

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Read 25 books a year.
- Follow the Code of Discipline.
- Try to reach the academic and/or personal goal I have set for myself.
- Earn Intern Service Credit by volunteering to support my school through academic, social and service projects.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

-----TEAR OFF-----

Dear Mrs. Musoff-Weiss,

November, 2010

I agree to work with my child to accomplish the goals of the School/Parent compact.

Parent's Signature



PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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



A comprehensive needs assessment based on an in-depth review and analysis of data sources, including but not limited to NYS ELA and Math exams, NYS Report Card, NYSESLAT, Monitoring for Results and the New York State Progress Report indicates the following:

- **There is an increase in the number of students not meeting proficiency, according to the the New York State ELA exam. Results indicate that of 272 students tested, only 32% met proficiency. Of the 272 students, 46 were Students with Disabilities. Of the 46 Students with disabilities, only 4 students (8.7%) achieved proficiency.**
- **Of the 272 students, 61 students were English Language Learners. Of the 61 students, only 7 (11.5%) made proficiency**
- **Based on the results of the New York State Math exam, there is an increase in the number of students not making proficiency. Of the 280 students tested, 54.3% did meet proficiency.**
- **The fifth grade class will be targeted for academic instructional services as indicated by the New York state ELA exam.**



2. Schoolwide reform strategies that:

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



We shall provide opportunities for all students to meet the state's proficient and advanced levels of student achievement through an increased focus on our English Language Learners and Students with Disabilities with focused professional development, assisting our staff in improving instructional strategies and methods.

- **Flexible cross-grade placement is utilized in the extended day programs.**
- **All middle school students receive individualized programs according to targeted needs. This individual program lowers the student/teacher ratio in Literacy and Math, allows students who excel in a specific content area to participate in accelerated classes (parallel programming for content) and targets the students' needs while adjusting programs as needed. Students will**
- **Students in grades 7 and 8 will participate in a college/career awareness program aligned to the philosophy of the Common Core State Standards. Students will be involved in a minimum of 15 classes in the Step-by-Step College Workshops, a middle school curriculum, provided by the National Association for College Admission. To support this endeavor, our students will visit local high schools and colleges.**



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.



- **All students in grades 1-8 are mandated to stay for the extended day program. PS 238's extended day is delivered in 3-50 minute sessions, allowing for more time on task. A customized version of America's Choice *Ramp Up*, a research-based literacy program in conjunction with curriculum mapping is being used systemically in the middle school.**
- **Middle school 7th and 8th graders are programmed for an additional period of Language Arts each week.**
- **after school classes**
- **SRA, a research-based literacy program, is being systemically utilized throughout the school for the extended day program.**

o Help provide an enriched and accelerated curriculum.



Students have the opportunity to

- **participate in P.S. 238's talent pool**
- **access to the Internet Cafe**
- **utilize Achieve 3000 in school and have access to the program at home**
- **utilize our Community for Learning software**
- **complete regents courses in math and Science**
- **complete an advance placement course in Spanish**
- **participate in our Step-by-Step to College course**
- **use Thinking Maps**

o Meet the educational needs of historically underserved populations.

ESL standards will continue to be infused into all areas of academic instruction. ESL will be provided in a co-teaching model through Science in grades 4-8. Students requiring SETTS will receive these services during co teaching in Language Arts and Math. The early elementary grades will also utilize a push in/pull out model for its ESL teachers. This cooperative effort allows for the expanded use of ESL and Special Education differentiation strategies. This initiative facilitates targeted literacy intervention during content area periods.

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 in grades 7 and 8 will participate in a college/career awareness program aligned to the philosophy of the Common Core State Standards. Students will be involved in a minimum of 15 classes in the Step-by-Step College Workshops, a middle school curriculum, provided by the National Association for College Admission. To support this endeavor, our students will visit local high schools and colleges.

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

All of the programs and strategies listed above are consistent with and designed to align to State and City mandates.

3. Instruction by highly qualified staff.



- **100% of the staff is licensed .**
- **Professional development is extensive and ongoing.**
- **238's mentoring program continues with staff members into their 2nd year of teaching and longer if necessary.**



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.



Ongoing professional development is available for staff members and will include:

- **A focus on the customized Ramp-Up Program in the middle school.**
- **Professional Academy VII will continue to concentrate on improving student outcomes through increased teaching capacity and differentiated instructional practices, through a focus on the Common Core State Standards utilizing Thinking Maps, a research-based tool that utilizes "dynamic visual representation" to assist individuals in recognizing the eight thinking processes to produce, organize and communicate ideas. Professional Academy VII will support teachers in developing a comprehensive understanding of the use of Thinking Maps® in all content areas and across all grade levels.**
- **Professional Academy VIII will include all ESL personnel, as well as additional staff members. The focus is building leadership in an effort to improve student performance. Participants will engage in activities that infuse Common Core and ELL standards, creating a cohesive alignment between the two.**
- **Small group tutorial sessions for all teachers to introduce, explain and build the staff's understanding of the Common Core State Standards with content connections, implications and alignment to current state and city standards for all grades and subject areas will systemically be rolled out by administration and teachers who participate in the professional development. This professional interaction will build upon established classroom curriculum, currently aligned to state and city standards.**
- **To continue to integrate technology into all content areas in order to improve student outcomes and impact student learning. Teachers will be provided with four sessions of professional development in Achieve 3000, a program designed to strengthen students' comprehension and support efforts to have students attain proficiency through differentiated targeted instruction.**
- **Promoting a deeper understanding of the Professional Teaching Standards.**
- **Developing the staff's understanding and application of the data and instructional features of ARIS in addition to utilizing ARIS is a collaborative manner.**
- **drive instruction and collaboration**
- **Integrating technology into all aspects of curricula, aligned to content, Math and ELA standards.**

- **Developing an understanding of learning indicators**
- **Early Identification of at-risk students**
- **Differentiated instruction to meet each student at his/her entry point**

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

- **All vacant positions are posted on the Open Market Department of Education Website as well as posted throughout local schools.**

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

- **Conferences**
- **PTA meetings**
- **Assemblies**
- **Newsletters**
- **School Leadership meetings**
- **Parent workshops and classes**
 - **Acuity Training**
 - **Coordinating ARIS accessibility through parental email setups**
 - **Nutrition**
 - **Abuse**
 - **Thinking Maps® and Achieve 3000**

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 shall continue to support our Pre-K classes in their adjustment to our school community. Early academic intervention and language acquisition programs, strategic placement of support staff and consistent collaborative monitoring of students' social, emotional and academic adjustments are in place to ensure that all students are prepared to meet state standards when applicable.**



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.



- **Staff members are surveyed early in the year to determine areas of concern and expertise. Weekly meetings of our Planning and Collaborative Inquiry Teams enable us to disseminate the information and decide upon a course of action targeted to address survey results. Professional development will address some results, while faculty conferences, grade conferences and planning sessions can address others.**
- **In the middle school all teachers are programmed weekly for one period of planning and a second period for Collaborative Inquiry Teams; the elementary teachers conduct biweekly Collaborative Inquiry Team meetings. These periods enable teachers to interrogate assessment results for the successful identification of an individual student's needs, establishing appropriate interventions and determining targeted instructional strategies.**
- **Teachers create assessment rubrics aligned to the state standards and curriculum in order to provide credible assessments to drive instruction .**



9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.



- **Concerns regarding students who are experiencing difficulties are brought to the attention of the members of the PIP (Pupil Personnel team) who meet on a weekly basis.**
- **Regents Science students are allotted additional time during lunch time tutorials**
- **The Internet Cafe is available for students who sign up.**
- **Assessments, including but not limited to Acuity, ECLAS, etc. are routinely analyzed by the teaching staff. Students who are experiencing difficulties will be discussed during the Collaborative Inquiry Team meetings where possible solutions and next steps can be decided upon.**
- **The School wide Collaborative Inquiry Team will monitor the progress of our 5th graders**

- **All students, grades 1-8, are mandated to remain for the extended day**
- **Demonstrations in the practical and effective use of Thinking Maps™ in the classroom will be systemic across the grades and the content areas.**
- **Reduced class size**
- **Co-teaching model which lowers our student/teacher ratio**
- **ESL services will be provided as a team teaching approach in ELA and Science. Students requiring SETTS will receive these services during team teaching in ELA and Math. This cooperative effort allows for the expanded use of ESL and Special Education differentiation strategies. This initiative facilitates targeted literacy intervention during content area periods.**
- **The infusion of ESL standards into all areas of academic instruction**

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 Federal, State and local programs provided to P.S. 238 are coordinated by administration with additional assistance from the Data Specialist, Staff Developer, Parent Coordinator and appropriate personnel. Available programs have been established to benefit all children and their families, in an effort to accept and meet the needs of individuals while sustaining an atmosphere where learning, creativity, volunteering and participation are supported and encouraged.**

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" ¹ 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 ² 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 (Basic)	Federal	Yes			373,580.00	True	Goals 1-3
Title I, Part A (ARRA)	Federal	Yes			107,850.00	True	Goals 1-3
Title II	Federal	Yes			122,285.00	True	Goals 1-3
Title III	Federal	Yes			24,380.00	True	Goals 1-3
Tax Levy	Local	Yes			3,517,330.00	True	Goals 1-3

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and



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

APPENDIX 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>

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.)

1

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

If a student becomes eligible for services due to Temporary Housing, the following will be provided:

- **School supplies**
- **Transportation**
- **Counseling Services**
- **after school programs**
- **Parent Outreach programs**

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

CEP RELATED ATTACHMENTS

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

File Name - 28_21K238_012611-134651.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 605	District 21	School Number 238	School Name Anne Sullivan School
Principal Harla Musoff Weiss		Assistant Principal Rita Menkes	
Coach Regina Pizza		Coach Janet Halperin	
Teacher/Subject Area Tricia Nakleh/ ESL		Guidance Counselor	
Teacher/Subject Area Yididah Nadel/ ESL		Parent Mary Sener	
Teacher/Subject Area		Parent Coordinator Gwendolyn Wright	
Related Service Provider		Other Joann Nurdjaja-Acuna/ AP	
Network Leader		Other Steven Michaels/AP	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	568	Total Number of ELLs	157	ELLs as Share of Total Student Population (%)	27.64%
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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.

The initial identification of potential ELLs begins at the point of enrollment. A Home Language Identification Survey (HLIS) is given, in the appropriate language. A certified ESL teacher conducts an informal interview, with the assistance of an interpreter, if necessary. If it is determined that a student speaks little to no English, the Language Assessment Battery-Revised (LAB-R) is administered by an ESL teacher, within ten days of student enrollment. If a student scores at the beginner, intermediate or advanced level, the student is considered an ELL. In addition, if the student's home language is Spanish, the Spanish Lab is administered by a Spanish speaking pedagogue. If the student scores at the proficient level, the student is not an ELL. All ELLs are assessed annually, using the New York State English as a Second Language Achievement Test (NYSESLAT). This assesses students' proficiency levels in speaking, listening, reading and writing, and determines if they should continue receiving ESL services.

After the initial screening and the administration of the LAB-R to the appropriate students, an ELL Parent Orientation Meeting is conducted for parents of newly enrolled ELLs. The meeting is replete with a comprehensive question and answer session, as well as the viewing of the ELL Parent Information Video. The video is tailored to the unique languages spoken by the attending parents and explains all three program options available to their children. Subsequent to viewing the video, parents are able to ask extensive questions of the ESL personnel, regarding any concerns they may have to their children's placement in an English language program, including Transitional Bilingual Education, Dual Language, as well the Free Standing English as a Second Language Program. The ESL staff, in conjunction with the Parent Coordinator and bilingual translators, periodically conducts these informative ELL Parent Orientation Meetings, throughout the school year, as new ELLs enroll in our school. This is done to ensure that ELL Parents are well informed of the program choices available to their children, and that they are familiar with the Freestanding ESL program that we currently offer in our school building.

After the initial screening and subsequent LAB-R testing, entitlement letters are given, in the appropriate home languages, to newly enrolled ELL students. These letters inform parents that their children have been identified as English Language Learners and are entitled to an English Language Program. Subsequently, at our ELL Parent Orientation Meeting, the Parent Survey and Program Selection Forms are distributed to the parents. After viewing the informative ELL parent video, the parents fill out the form, with the assistance of the ESL staff, Parent Coordinator, and bilingual translators present at the meeting. These parent meetings are conducted periodically, throughout the school year, in order to ensure that all Parent Survey and Program Selection Forms are filled out and returned.

After reviewing the Parent Survey and Program Selection forms for the past few years, we have determined that 100% of our ELL parents choose the Freestanding ESL program for their children. The program model, Freestanding ESL, which is offered at our school, is aligned with the parent requests indicated on the Parent Survey and Program Selection Forms.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2													2
Push-In	2	2	2	2	2	2	2	2	2					18
Total	4	2	2	2	2	2	2	2	2	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	157	Newcomers (ELLs receiving service 0-3 years)	118	Special Education	42
SIFE	0	ELLs receiving service 4-6 years	32	Long-Term (completed 6 years)	7

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	118		34	32		7	7		1	157
Total	118	0	34	32	0	7	7	0	1	157

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	12	18	12	13	9	5	7	1					91
Chinese	1	2	1	3	2			1	2					12
Russian	2	3	2	3	3	3		1	2					19
Bengali						1	1		1					3
Urdu	1	4	2		4	2	5		1					19
Arabic		1				1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	2													2
Albanian				1										1
Other	2				3	1	1		1					8
TOTAL	22	22	23	19	25	17	12	9	8	0	0	0	0	157

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.

In an effort to target the diverse needs of our ELL population, we are utilizing various teaching organizational models. At the elementary school level, the ESL teachers target literacy, using a combination of push-in and pull-out modes of instruction. In addition, we have two self-contained Kindergarten ESL classes, taught by certified ESL teachers. In our middle school, ESL is predominantly taught through a push-in model, whereby the ESL and content-area teachers engage in collaboration and team teaching. The middle school ESL teacher co-teaches in the content areas of math and social studies. Content area standards, as well as ESL standards, are addressed and reviewed. Classroom teachers work in collaboration with the ESL teachers to develop data-driven instruction, embedded with ESL strategies. Through collaborative inquiry, ESL teachers meet with classroom teachers on a regular basis to share ESL strategies that will benefit all students. This

maximizes the literacy-content connection. All students in Kindergarten through eighth grade are grouped heterogeneously in their classrooms. However, during pull-out ESL instructional periods, students are grouped homogeneously, according to their proficiency levels. This ensures an optimum environment for specific differentiated instruction by the ESL educators.

We are fortunate to have five certified ESL teachers, ensuring that all ELL students receive the mandated number of instructional minutes, as per CR Part 154. All students at the beginning and intermediate proficiency levels receive 360 minutes of ESL instruction weekly. The advanced students receive 180 minutes per week. All students, regardless of ELL status or proficiency level, receive 360 minutes of ELA instruction per week, which is well beyond the stipulated amount, as outlined in CR Part 154.

During the ESL push-in model, content area instruction is amplified through the use of leveled alternate texts, sentence deconstruction, vocabulary ladders, illustrations, classroom computers, SmartBoards, as well as authentic hands-on materials and manipulatives. Content is taught through collaborative team teaching and small guided, differentiated groups. Academic language development is fostered through differentiated activities, individualized to meet the specific needs of all students.

Our instructional plan for SIFE (Students with Interrupted Formal Education) students includes building a supportive environment that responds to the immediate social, cultural and linguistic needs of the students. Bilingual staff members, in addition to ESL teachers, support the students. SIFE students are partnered with peers or classmates who can support and further integrate them into their grade and school community. In order to help them accelerate and catch up to their peers, they are grouped with newcomer students during ESL instruction, and provided with remedial instruction, wherever necessary. The curriculum and standards are adapted so that students learn critical material in a way that is effective, accessible and age-appropriate. Students are provided with intensive literacy and language instruction which stresses the five components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension. This increases student access to literacy-rich environments and print materials, increasing language development and proficiency.

Newcomers who have been enrolled in our school for less than three years comprise roughly 75% of our total ELL population. It is therefore necessary to implement a rigorous academic ESL program, ensuring that students develop both BICS, Basic Interpersonal Communication Skills, and CALP, Cognitive Academic Language Proficiency in an accelerated manner. For those students who have less than one year of English language instruction, language is introduced through the use of pictures, illustrations, visual clues, graphic organizers and TPR (Total Physical Response). Language development is encouraged through the use of music, recorded books, and art projects. Listening stations are utilized so that students may listen and read concurrently. Every effort is made to bring the students' home language and culture into the classroom, by using various materials in their native languages. As students progress beyond their first year of English acquisition, instruction is scaffolded and individually tailored to equip students to meet the academic rigor and challenges facing them in their classrooms, on high stakes exams, and in life. Using reading strategies to increase student comprehension is a major instructional component to ensure language development and acquisition. Other teaching strategies include; the use of pictures, role play, dramatization, manipulatives, questioning techniques, Big Books, read aloud, shared and guided reading, as well as small group instruction. A key instructional technique is the establishing of routines and rituals through repetition, in order to promote effective thinking and learning amongst our students. Our reading and writing instruction is highly rigorous, utilizing academic language and multiple alternate texts to supplement vocabulary and literacy instruction. This ensures that ELLs, who may not understand the academics through the use of regular texts grasp the content and meaning from the various alternate texts and authentic materials infused by ESL teachers into content area instruction.

Language development includes listening, speaking, reading, and writing in cognitively demanding lessons that are scaffolded to increase student learning of both language skills and content. The content area is derived from the grade-level expectations and curriculum in the mainstream classroom. Lessons are focused on the essential ideas taught in depth using higher- order thinking skills. A critical component of the lesson is strategy instruction. Metacognitive strategies are selected for their use in learning specific lesson content as well as their transferability to other concepts. Students are explicitly told the name of the strategy, why using it will assist their learning, and how to use it within the lesson context and across other curriculum areas.

For students who have been in ESL for four to six years, the academic instruction builds upon the solid foundation laid in previous years of English language development. We focus on further developing students' cognitive academic language and vocabulary development. Tier II and III vocabulary is infused throughout proficiency levels in all grades and content areas. The use of alternate texts, the formation of word ladders, word chains, and vigorous vocabulary activities enhances students' academic language acquisition and proficiency. Academia is highly promoted through hands-on activities and the use of manipulatives. To that end, classroom discovery tables with artifacts, realia, texts, vivid illustrations and visuals promote critical thinking and inferencing, which ultimately motivates students to ask skilled questions, promoting further academia.

The aforementioned instructional approaches, in conjunction with additional language supports, are utilized with our Long-Term ELLs. While

our Long-Term ELL population is minimal, these students receive more personalized attention and differentiated instruction in an effort to help them attain English language proficiency. These students are placed in smaller classes, are given more time on task, and provided with additional instructional time during the school day and during after school programs. Instruction for long-term ELLs has a strong foundation in literacy, writing and academic vocabulary development.

The ESL department works in close collaboration with the special education teachers to design effective educational plans tailored to meet the specific needs of ELLs in special education. The IEP (Individualized Education Program) goals, as well as specific language needs, are targeted when planning instruction for these ELLs. Amongst the academic strategies utilized may include, but are not limited to; the use of manipulatives, hands-on activities, books on tape, native language material and support, and big books for shared reading. Making text connections and setting up cooperative learning groups where lower-functioning students are paired with more advanced students, are excellent tools for fostering student interaction, comprehension and self-awareness.

B. Programming and Scheduling Information--Continued

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

Our goals focus on improved student achievement. Our school design embraces a standards-based curriculum as the foundation for teaching and maintains that instruction should be driven by assessment. To support this goal, we offer a wide array of targeted intervention programs for all students in ELA, math and the content areas. The following literacy-based programs support all students, including ELLs, during the school day; Reader's Theater, Open Court, Foundations, Talent Pool, Ramp-Up, Language for Learning, SRA, Imagine It, Interactive Read Aloud, The Wright Skills and Thinking Maps. To support our students in the content area of math, we utilize the following programs; Math Regents Preparation, Buckle Down, Thinking Maps, Math Connects, and Number World. In the content areas of science and social studies, we use various test preparation materials, provide science tutoring, Regents test-prep, and the Internet Café.

ELLs who attain proficiency on the NYSESLAT exam receive instructional support, in the content areas, during the ESL push-in periods. Continuing transitional support focuses on academic language and overall proficiency. Classroom teachers give those former ELLs extra attention to meet their diverse needs. In addition, former ELLs continue to receive testing accommodations on exams for two years after attaining proficiency on the NYSESLAT.

For the 2010-2011 school year, we will be utilizing the Achieve 3000 program for all students in grades 2-8. This web-based program provides individualized literacy instruction that has been scientifically proven to accelerate reading comprehension, vocabulary, and writing proficiency and performance. The program differentiates reading activities, based on students' individual reading levels. One of the major components of the program is its ability to motivate students, and help them develop an intrinsic interest in literacy and a true love of learning. The program aims to reach every learner, ELLs and non-ELLs alike, and inspires students to achieve personal academic success. The program delivers daily nonfiction reading content that is precisely and scientifically matched to each student's reading ability. All students in the class read about the same current news events and move through the same five-step literacy sequence. However, the article and follow-up activities are matched to each student's individual learning profile. Spanish and Haitian-Creole versions make the program more accessible to ELL students. The program also provides teaching staff with up-to-date data on student progress and performance, which they will use to drive instruction. The program will be utilized daily by elementary students in grades two through four, and four times per week in the middle school, grades five through eight.

We will continue utilizing the Imagine It! reading program in grades one through three, and introduce this successful literacy-based program

to grade four. The goal of the Imagine It! Program is to ensure access and ultimate success for all students. The goal, with regard to English learners, is to understand and use English in social, as well as academic contexts so that they can fully participate in all academic learning. They must develop receptive English language skills such as listening and reading, and be able to use them for the purpose of vocabulary acquisition and writing development throughout the content areas. Students will learn to expand their language skills for the purpose of asking questions, clarifying, summarizing, predicting, justifying, evaluating, persuading, and sharing information effectively. The program specifically targets those elements that are most challenging for ELLs, namely; transferable and non-transferable language skills, phonological, morphological, syntactical, and semantic structures of English, academic and survival vocabulary, organization and delivery of oral communication, speaking applications, text comprehension, formation of complex sentence structures, as well as grammar and usage skills.

An innovative new program, introducing our young minds in the middle school to college readiness is Guiding the Way to Higher Education: Step-by-Step to College Workshops for Students. This program will be utilized weekly, in grades five through eight in the middle school. The program challenges students to see that both high school and college admission and attendance are important goals. Students are encouraged to assess their interests, strengths, and academic habits. It helps students understand basic concepts, regarding high school and college options and financing. The program provides a template for the college preparatory curriculum that students should plan for in their high school years. It encourages students to understand how they can build a profile and support network that will help them reach their college and career goals. Students will visit local high schools and colleges, in order to familiarize themselves and get firsthand experiences of high school and college settings. This program is aligned with the Common Core State Standards, whose ultimate goal is college and career readiness for all students.

The Imagine Learning English computer program is being discontinued for the 2010-2011 school year. The program was discontinued, based on data, indicating a lack of academic performance and progress among ELL program participants. Furthermore, maintaining the student licenses necessary for program operations were not cost-effective, and placed a financial burden on our school budget.

Our ELL students are fully integrated in the mainstream classes, and are afforded equal access to all school-wide programs. They receive supplemental services, which include an extended day program, and an ESL after-school program. These supplemental services are provided in small group settings utilizing specific ESL strategies, which address explicit deficiencies among students. We will be offering an ESL After School Program to our ELLs in grades three through eight, where intensive small group instruction will be provided, targeting specific deficiencies inherent in our students.

Our school offers a wide array of extracurricular activities, which include dance, art, music and cooking. Our vibrant art program is taught by a seasoned teacher, and is available to both general and special education students. In addition, decadent cooking and life-skill classes are taught in our, state-of-the-art culinary kitchen. We are continuing to implement a tap residency and a ballroom dancing program, which is held in our elegantly mirrored dance studio. Our music program teaches students to use various instruments, including, but not limited to, the recorder, drums and guitar. In addition to the aforementioned, our dance, art and music departments work in tandem to develop an extensive theatrical production, incorporating a major portion of the student body. This, in turn, allows for students to realize their strengths and talents, and truly authenticate Gardener's theory of multiple intelligences.

The five essential practices for teaching ELL's, as outlined by America's Choice, will be the foundation for improving instructional practices to increase the performance levels of our ELL students. Our ESL teachers will support standards-driven instruction as they articulate with staff members during common planning sessions.

We are entering our sixth year as an America's Choice school, which embraces a standards-based curriculum as the foundation for teaching. The America's Choice model maintains that instruction should be driven by assessment. To further guarantee the acquisition of vocabulary that will promote critical thinking skills, our ELL students will be grouped with the higher achieving students. This grouping strategy will support the five ESL practices, as outlined by America's Choice.

- Develop oral language through meaningful conversation and context.
- Teach targeted skills through contextualized and specific instruction.
- Build vocabulary through authentic and meaningful experiences with words.
- Build and activate schema and prior knowledge.
- Teach and use comprehension strategies.

For the 2010-2011 school year, we will continue to implement an innovative ELL instructional strategy. Our English Language Learners will continue learning and using the ongoing strategy of sentence deconstruction and reconstruction. This is a method whereby complex sentences are broken down into smaller comprehensible ones, which are more readily understood by the students. As students' comprehension of the

text increases, they are able to answer questions, draw conclusions, and make inferences with greater ease and understanding. This instructional strategy is utilized throughout the content areas, for the purpose of enriching language development and further establishing content comprehension.

In addition, for the 2010-2011 school year, we will continue to expand and improve upon the use of graphic organizers, through the use of Thinking Maps. There are eight different Thinking Maps. These maps are excellent tools for organizing information graphically. All classes and grade levels are utilizing Thinking Maps in various subjects to aid in academic understanding of material learned. Students are learning to draw the appropriate map, depending on the questions they are asked, and the concepts they are learning in class. These Thinking Maps are an excellent conduit for improving writing proficiency for all students. Once students are able to visualize the information graphically, they will be empowered to synthesize the information through writing.

Our students are grouped according to levels of literacy proficiency that reflect mixed ability skills for reading and writing instruction. We are continuing an instructional program that meets the requirements of state standards in language arts, math and science. We are integrating technology into our program that emphasizes reading, writing and listening skills as a holistic unit. All curriculum areas are involved in this approach. In addition, our math program stresses writing and problem solving. All of our required services, as well as resources utilized, correspond to the appropriate ages and grade levels of our ELL students.

To assist both our high achievers in maintaining their performance levels and our struggling students in attaining the next level, we will revisit and deepen our understanding of the nine principles of learning: clear expectations, accountable talk, organizing for effort, academic rigor, fair and credible evaluations, recognition of accomplishment, socializing of intelligence, self management of learning and learning as apprentice.

We are using the following instructional materials for English Second Language (ESL) instruction:

- o Getting Ready for the NYSESLAT, Attanasio and Associates
- o SRA Open Court: Imagine It Phonemic Awareness and Phonics, McGraw Hill
- o SRA Imagine It Reading, McGraw Hill
- o Social Studies, Houghton Mifflin
- o Primary Sources, Teacher Created Materials
- o More True Stories, Longman
- o Oxford Picture Dictionary, Oxford University Press
- o Word by Word Picture Dictionary, Longman
- o Side by Side English, Longman
- o Empire State NYSESLAT, Continental Press
- o Reading Power, Pearson

Our school uses the Everyday Mathematics program in our elementary school and the Impact Mathematics program in our middle school division. Students receive mathematics instruction that incorporates hands-on activities, use of manipulatives, and Smartboard technology. Our ELL population is integrated with our general education division and receives additional support in the content-areas from their ESL and classroom teachers.

Our school uses technology at its highest form with the innovative use of SmartBoards, classroom computers and individual laptops to supplement classroom instruction in various content-areas. Most of our classrooms are equipped with state-of-the-art SmartBoards, enabling all students to be engaged, while interactively visualizing instruction.

We utilize students' native language by pairing beginners with more advanced students who share a common native language. In addition, we use bilingual dictionaries, word-to-word glossaries, and audiotapes and CDs to foster native language use. Age and grade-appropriate Native Language Arts books that support the Core Curriculum are utilized, wherever possible. We also sponsor multicultural activities, food festivals, and performances to enhance knowledge of all cultures. We involve parents of various linguistic backgrounds in our many school activities, as well.

All continuing students, including newcomer ELLs, participate in the Summer Reading Program, which is assigned at the end of June. This program encourages students to maintain and further develop their reading, writing and math skills during the summer hiatus. Activities are both literacy and content-based. While we make every effort to support our ELLs during the summer, new students typically enroll at the beginning of the school year. It is therefore difficult to assist newly enrolled ELLs before September.

We have a Spanish language elective program, given to all students in grades seven and eight. ELLs participate in this program, alongside their classmates.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

ELL personnel in our school will continue participating in the Building Academic Language professional development program. This research-based program advocates building academic language through the use of alternate texts, Tier II and III vocabulary, vocabulary ladders, sentence deconstruction, and differentiated material and activities. The strategies learned in these ongoing, informative sessions will be turned to all staff to ensure instructional cohesiveness across all grades and content areas. The ultimate goal of these professional development sessions is to enhance students' reading and writing prowess and ensure their proficiency in the reading and writing modalities.

In an effort to support the continued success of the Imagine It! literacy program in grades one through four, all ESL personnel will participate in ongoing professional development, relating to the literacy program. Teachers will learn the optimum strategies and skills necessary to aid ELL students in their further development and attainment of literacy skills.

For the 2010-2011 school year, we will be continuing the Professional Academy series. These sessions will be held after-school, and will include all ESL personnel, as well as additional staff members. The focus for this year's academy is building leadership. In an effort to improve student performance, participants will engage in activities that infuse Common Core and ELL standards, creating a cohesive alignment between the two.

Along with the staff developer and literacy coach, our middle school ESL teacher, responsible for teaching ELLs in grades four through eight, will participate in an ongoing collaborative instructional planning team with the ELA department, for the purpose of effectively assisting ELLs as they transition from our elementary to our middle school. In addition, this team will be working collaboratively to effectively implement the high school and college readiness program. In an effort to ease the transition from elementary to middle school, students in grades five and six are nested in their individual classrooms, where their departmentalized content area teachers provide instruction.

Professional development for staff is necessary to introduce and revisit ESL standards and strategies. In 2010-2011, professional development will continue to go deeper into the standards for all subject areas, with a particular focus on the new Common Core Standards. ESL personnel will be conducting ongoing professional development for the entire staff, in order to meet the required 7.5 hours of ELL training. The topics to be addressed are; the ELL identification process, effective teaching strategies for ELLs and demystifying the NYSESLAT exam. Attendance records are maintained at each ELL training session, in order to ensure that all staff members meet the requirement.

Every teacher in our building has been trained in the use of Thinking Maps, which are one of the most effective tools for enhancing learning for our ELL students. Thinking Maps can be used across all curriculum areas. They are instrumental in organizing and presenting content area material visually and clearly. Students can use them to organize facts and information, as well as springboard their writing pieces. The thinking map training, given to all personnel, is an excellent educational strategy, which teachers can utilize to further maximize ELL understanding in all curriculum areas. This training will continue for the 2010-2011 school year, in a five-session academy. The focus of these training sessions is the infusion of Common Core and ESL standards, in order to create a cohesive alignment between the two in an effort to improve student performance.

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 orientation meetings for ELL students are held in the fall, and at intervals throughout the year as new children arrive. These meetings are designed to educate, inform and enlighten parents about the various programs offered to their children at our school. To this end, parents are shown informative videos in their appropriate home languages. In addition, a parent survey and program selection form letter is distributed in the appropriate languages, outlining the different programs available for ESL instruction. Parents are also provided with information regarding state standards, assessments, and school expectations. To further encourage parent participation and involvement in their children's education, Acuity and ARIS stations have been set up for parental use. Staff members are on hand to coach and explain how to access their children's test performance data. In addition, parent-teacher conferences are held twice a year, giving parents an opportunity to speak directly with their children's teachers and school administration. This affords them the ability to get involved in their child's education and stay abreast of important ongoing, as well as future events, involving their children.

This year, in conjunction with our Parent Coordinator, we will continue to engage in ongoing outreach to ELL families, as outlined in the Chancellor's Children First initiative. There is a need to continue to strengthen the link between home and school, specifically for our ELL children, to enable them to succeed. This will be addressed by holding regularly scheduled workshops, conferences, and open houses throughout the school year. In addition, we offer a variety of activities tailored to meet the various needs of our growing parental body. These activities include arts and crafts, cooking and nutrition, computer technology, and Thinking Maps and the Community for Learning Software. In conjunction with the College Readiness Program, being used in the middle school, our parent coordinator will arrange trips to high schools and colleges for the parents.

For the 2010-2011 school year, we will continue our partnership with Cornell University Cooperative Extension to educate parents about the importance of proper health and nutrition. There will be eight free workshops, offered to all parents at P.S. 238. The workshops will highlight the importance of; basic nutrition, the food pyramid, portion size, food safety, menu planning, food shopping and budgeting, food preparation, and physical activity. Parents will prepare nutritious and delicious recipes and taste new foods. Parents who attend all eight sessions will receive a certificate from Cornell University Cooperative Extension. Additional community organizations that our school is affiliated with include; Coalition for Hispanic Family Services, Learning Tree Day Care Services, Kings Bay YM-YWHA, Immigration & Refugee Family Services and Edith & Carl Marks Jewish Community Services.

Upon looking at the data, we determined that we have a significant ELL population. A large ELL population brings a significant number of non-English speaking parents. The need to support parents will be met through the following: conferences, PTA meetings, newsletters, School Leadership meetings, parent orientation meetings, individual parent teacher conferences, parent field trips and frequent parent memos. In addition, our Parent Coordinator conducts ARIS and Acuity training sessions to educate parents on accessing student data. We anticipate that these programs will help parents become more productive in their everyday lives, more comfortable in their community interaction and more involved in their children's academic achievement.

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)	7	9	15	3	5	6	4	2	6					57
Intermediate(I)		9	6	12	5	4	3	3	1					43
Advanced (A)	15	4	2	4	15	7	5	4	1					57
Total	22	22	23	19	25	17	12	9	8	0	0	0	0	157

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	3	1	2	4	1	0	1	5				
	I	6	10	1	0	1	3	1	2	1				
	A	7	7	7	5	3	3	3	2	3				
	P	14	9	11	17	10	7	9	1	5				
READING/ WRITING	B	10	13	3	3	5	2	1	3	8				
	I	9	6	12	4	3	3	3	1	2				
	A	3	1	4	15	7	5	3	1	2				
	P	7	9	1	2	3	4	6	1	2				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	9	4		18
4	5	9			14
5	5	4	1		10
6	3	6	2		11
7	4	2			6
8	3	3			6
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	10	1	7				20
4	1		13		1				15
5	1	4	5		1		1		12
6			6		4		1		11
7	3	1	2		1	1			8
8		2	3		3				8
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			5		5		2		12
8	2	1	3		1		1		8
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	1	2		5				9
8	1	1	4		2				8
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	15		15	
NYSAA Mathematics	15		15	
NYSAA Social Studies	6		5	
NYSAA Science	11		10	

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								

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

We use multiple assessment tools to assess the early literacy skills of our students. Initially, the ECLAS-2 assessment is administered to the students in order to determine their reading level. During the course of the school year, PM Benchmarks is administered to determine any progress made, as well as students' current reading levels. All levels tie into the Fountas and Pinnell reading level indicators. The following is the quantitative data shown by the aforementioned assessments. The grade one data shows that 53% of ELL students are deficient in segmenting, 47% are deficient in decoding, and 41% are below in listening comprehension. The grade two data shows that 86% of ELL students are deficient in decoding and 100% are below level in listening comprehension and writing expression. The grade three data shows that 81% of ELL students are deficient in vocabulary, 75% are below level in listening comprehension and writing development, and 94% are deficient in spelling. The data we obtain from these assessments impacts on the formation of guided reading groups, and helps educators differentiate instruction, utilizing specific strategies and skills to target areas of deficiency, as evidenced by the assessment data.

After interrogating the NYSESLAT and LAB-R data, we have determined that 36% of our ELL population is at the beginning level, 28% are at the intermediate level, and 36% are at the advanced level of English language proficiency. In our Kindergarten, 68% of the ELLs are at the advanced level and in our fourth grade, 60% of the ELLs are at the advanced level of English language proficiency. These are the two grades with the highest concentration of advanced-level students, while the remaining grades have a higher concentration of students who fall into the beginner/intermediate level.

The NYSESLAT data indicates that there is an L2 Stall, meaning that many of our students have attained proficiency in listening and speaking, but are deficient in reading and writing. As a result, we have designed an instructional plan to target these deficiencies through small group instruction and guided reading groups. Additional support will be given to students through a co-teaching model, infusing the ESL standards into all areas of academic instruction. The rationale for utilizing the co-teaching program, as opposed to our previous utilization of a predominant pull out model, in prior school years, is a direct result of ELL data, indicating the L2 Stall, and necessitating the need for building and enhancing academic language in the content areas. Furthermore, the push-in model reduces the student to teacher ratio, and allows for collaborative teaching amongst seasoned educators.

In examining the most recent state exam results in math and ELA, it is evident that the majority of ELL students score below level three. The students scoring at or above grade level are predominantly ELLs at the advanced level. On the New York State science exam, 58% of the ELLs in grade four scored at or above level three, while 75% of the ELLs in grade eight scored below level three. Overall, ELLs taking tests in their native language score at a level, which is roughly equivalent to those taking it in English.

In previous years, school leadership and teachers used the results of the ELL Periodic Assessment as an instructional tool to drive differentiated instruction, designed to target specific areas of deficiency. The data was utilized in forming small group instruction during the regular school day, during AIS periods, as well as during our ESL after-school program. When comparing the ELL Periodic Assessment predictive data to the actual results from the 2010 NYSESLAT exam, vast discrepancies existed, thereby rendering the data unreliable and gravely misleading. Students predicted to attain proficiency on the NYSESLAT did not, while other students who were not predicted to attain proficiency did. How, then, can this data accurately be used to drive instruction to its optimal level?

We evaluate the success of our program for ELLs by looking at student data. The NYSESLAT, given every spring, determines students' progress and current proficiency levels in the modalities of listening, speaking, reading and writing. In looking at the most recent NYSESLAT data, we have compared our overall results to the Title III Annual Measurable Achievement Objectives (AMAO) for ELLs. The first Title III AMAO is the annual increases in the number or percentage of ELLs making progress in learning English. For the 2009-2010 school year, the AMAO target or goal for schools in New York State was 62.1%. We had 163 ELL students in Kindergarten through eighth grade take the 2010 NYSESLAT. Of those students, 102 made progress in their acquisition of English language skills, meaning that 62.5% of our ELL population showed progress. We exceeded the target. The second Title III AMAO is the annual increases in the number or percentage of ELLs attaining English language proficiency. For the 2009-2010 school year, the AMAO target or goal for schools in New York State was

11.8%. Of the 163 ELLs who took the NYSESLAT, 30 students scored at the proficient level. This means that 18.4% of our total ELL population tested out. We far exceeded our target.

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

School Name:	P.S. 238 Anne Sullivan					
District:	21	DBN:	21K238	School		332100010238

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	48	47	50		93.4	93.7	93.6
Kindergarten	60	53	60				
Grade 1	49	53	58	Student Stability - % of Enrollment:			
Grade 2	68	46	61	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	39	56	52		94.9	92.9	91.3
Grade 4	35	33	64				
Grade 5	46	35	34	Poverty Rate - % of Enrollment:			
Grade 6	43	60	49	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	52	40	61		80.4	89.3	89.3
Grade 8	44	55	41				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	43	58
Grade 12	0	0	0				
Ungraded	39	44	39	Recent Immigrants - Total Number:			
Total	523	522	569	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	21	10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	81	83	85	Principal Suspensions	47	17	26
# in Collaborative Team Teaching (CTT) Classes	0	3	13	Superintendent Suspensions	8	3	1
Number all others	43	54	44				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	124	141	TBD
# ELLs with IEPs	17	63	TBD

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	25	21	39

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	100.0	100.0	100.0
				% more than 2 years teaching in this school	78.8	72.2	85.2
				% more than 5 years teaching anywhere	76.9	74.1	77.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	89.0	94.4
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	98.9	100.0	100.0
Black or African American	7.3	6.9	6.5				
Hispanic or Latino	45.7	46.0	49.0				
Asian or Native Hawaiian/Other Pacific	17.4	18.0	18.6				
White	29.4	28.2	25.5				
Male	52.2	52.9	51.0				
Female	47.8	47.1	49.0				

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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	44.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

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

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