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P.S. 284 LEW WALLACE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 284 LEW WALLACE

MARCH 2011

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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
Shenean Lindsay	Principal	Electronic Signature Approved.
Eduardo Mendez	UFT Chapter Leader	Electronic Signature Approved. Comments: Override
Cheryl Britton	UFT Member	Electronic Signature Approved. Comments: override
Suzette Rose	UFT Member	Electronic Signature Approved. Comments: yes
Mary Jordan	Parent	Electronic Signature Approved. Comments: Yes. Override.
Shalonda Strong	Parent	Electronic Signature Approved. Comments: Yes.
Jaqueline Richey	Parent	Electronic Signature Approved. Comments: yes
Joseph Legree	Parent	Electronic Signature Approved. Comments: yes
Lucy Sojos	Parent	Electronic Signature Approved. Comments: Yes. Override.
Ebony Imes	UFT Member	Electronic Signature Approved. Comments: Yes.
Jacqueline Garnett	UFT Member	Electronic Signature Approved. Comments: yes

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Profile

Our Mission: PS/IS 284 (Lew Wallace) is committed to providing a quality education that promotes academic competence consistent with the performance standards for all General Education students, Special Education Students, English Language Learners, and "at-risk" students. We are also fully committed to empowering all stakeholders to live healthy and productive lives and we advocate for personal and community health and wellness.

Pursuant to the realization of this mission, our leadership emphasizes the importance of having all faculty and staff fully committed to the common goals and objectives of our school. A wide variety of academic and social programs have been implemented to facilitate this process, and we are constantly seeking ways to enhance our effectiveness, and expand our outreach.

Our students are encouraged to strive for the achievement of academic excellence. Several new and innovative programs have been implemented to assist them in this regard. These include V-Math Live, which can be accessed from computers, both at school and at home. This program allows students to improve their skills in Mathematics through targeted practice sessions and offers opportunities for them to compete online with students at their grade level around the world. Similar opportunities are provided in other subject areas, such as English Language Arts, Science and Social Studies

PS 284 is the only public school in this community ,in fact, in our district, that has a functioning swimming pool. As part of our outreach, we have made this facility available to other schools, both public and non-public. We remain committed to promoting health and wellness in an area of our city that has been under served in this regard. Our Parent Association continues to provide opportunities for parents to be exposed to various aspects of healthy living through workshops and seminars. We take pride in special clubs such as Ladies of Character and Men of Character that promote character development .

As we look to the future we will continue to optimize the use of all available resources, both human and material, in the pursuit of our objectives. We will constantly encourage our students to strive for excellence as we prepare them, not merely to attain their academic goals, but to become well adjusted citizens in their community and the world at large.

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. 284 Lew Wallace								
District:	23	DBN #:	23K284	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	20	18	14		88.9	90.8	TBD		
Kindergarten	53	52	54						
Grade 1	76	64	53	Student Stability - % of Enrollment:					
Grade 2	79	58	46	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	74	66	58		91.7	92.61	TBD		
Grade 4	72	72	72						
Grade 5	61	56	62	Poverty Rate - % of Enrollment:					
Grade 6	81	63	54	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	77	55	62		76.4	80.4	83.5		
Grade 8	67	77	58						
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		14	31	TBD		
Grade 12	0	0	0						
Ungraded	13	9	11	Recent Immigrants - Total Number:					
Total	673	590	544	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					2	3	9		
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	67	76	73	Principal Suspensions	5	3	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	8	Superintendent Suspensions	16	11	TBD		
Number all others	38	34	36						
<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		

# 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	24	20	36	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	1	15	Number of Teachers	57	55	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	17	19	TBD
				Number of Educational Paraprofessionals	3	3	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
	3	4	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	57.9	60	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	49.1	52.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	68	78	TBD
American Indian or Alaska Native	0.3	0	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.3	76.6	TBD
Black or African American	80.5	80.8	78.1				
Hispanic or Latino	19.2	17.6	20.4				
Asian or Native Hawaiian/Other Pacific Isl.	0	0	0.7				
White	0	0	0.2				
Multi-racial							
Male	51.3	53.1	53.1				
Female	48.7	46.9	46.9				
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: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2 Basic							
<input type="checkbox"/> Comprehensive <input type="checkbox"/> Focused							
Corrective Action (CA) - Year 1		<input checked="" 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			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	√
Overall Score	38.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	4.0	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	23.2	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	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?

Performance Trends

TRENDS - ELA :

Data in the Needs Assessment are based on the following sources:

NYC DAA Data

NYStart

NYC DOE Progress Report

Quality Review

The NYS School Report Card: Accountability and Report

TerraNova

TRENDS - ELA

During the 2008-09 school year, 51% of our Black/ African American population scored level 3's and 4's , while 49% of our Economically Disadvantaged students scored level 3's and 4's on the New York State Exam.

During the 2009-10 school year, 19% of our Black/ African American students scored level 3's and 4's, while 22% of our Economically Disadvantaged students scored level 3's and 4's on the New York State Exam. As a result, this demonstrates a 32% decline in our Black/ African American population and a 27% decline in our Economically Disadvantaged students.

Black/African American students and Economically Disadvantaged students did not meet the Effective AMO in the area of performance for the New York State ELA exam. SWD's met the AYP in ELA and Math because they reached the Safe Harbor Target for the year.

Students in grades 3, 4, and 5 show a consistent decline over the past few years.

TRENDS- MATHEMATICS

During the 2008-09 school year, 69% of our Black/African American population scored level 3 or above, while 67% of our Economically Disadvantaged students scored level 3 or above on the New York State Math Exam.

During the 2009-10 school year, 30% of our Black/ African American population scored level 3 or above, while 31% of our Economically Disadvantaged students scored level 3 or above on the New York State math exam. This demonstrates a 39% decline in our Black/African American population and a 36% decline in our Economically Disadvantaged students.

Students in grades 3 and 7 show a consistent decline over the past few years.

What the school needs to improve

As per the 2008-2009 Quality Review, the following was noted:

- Provide differentiated, data driven professional development plans for teachers which will enable them to provide instruction which meets the needs of all learners.
- Synthesize the school's data collection system to support a more rigorous application to drive greater achievement, especially in the elementary school.
- Formulate long-term strategic plans that emanate from the school's newly defined Comprehensive Educational Plan that include interim checkpoints to evaluate progress.
- Increase the practice of intervisitations both within and outside of the school in order to continue to improve classroom practice.

This will include collaborative planning, team teaching and modelling by teachers who have demonstrated mastery of their pedagogy in Mathematics.

Conduct ongoing professional development to address areas of weakness in the presentation of Math throughout the grades.

Additionally, the data from formative and summative assessments will be used to identify and address individual student needs.

Greatest Accomplishments

- The movement that the school has made from a "D" to an "A".
- Students with Disabilities met AYP after several years of not meeting it.

- Technology integration: All teachers have received SmartBoards, which has resulted in more effective instruction which meets the needs of all learners.

Aids to Continuous Improvement

- Teacher Center Coach who provides job embedded professional development to all staff.
- SES providers
- After school Program (BELL)
- Enrichment Program (Oasis)
- Math Consultant who provides ongoing job embedded professional development and AIS Services.
- The use of technology (laptops, SmartBoards) which peaks student interests, allowing teachers to meet the needs of all learners.

Barriers to Continuous Improvement

- Limited funding has resulted in increased class size which makes it difficult for teachers to support all students academic needs.
- No funding for in-house after school program provided by school staff and administration.
- Many teachers were excessed June of 2010, resulting in loss of talent/ expertise in specific subject areas.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
1. ELA: By June 2011, students with disabilities scoring levels 2 and above will increase from 44% to 55% as evidenced on the New York State English Language Arts Assessment.	1. ELA: By June 2011, students with disabilities scoring levels 2 and above will increase from 44% to 55% as evidenced on the New York State English Language Arts Assessment.
2. ELA: By June 2011, out of 28% of students scoring level 1 school-wide, 15% will make progress to level 2 and higher as evidenced on the New York State English Language Arts Assessment.	2. ELA: By June 2011, out of 28% of students scoring level 1 school-wide, 15% will make progress to level 2 and higher as evidenced on the New York State English Language Arts Assessment.
3. Math: By June 2011, students on level 2 and higher will increase from 48% to 60% as evidenced on the New York State Math Assessment.	3. Math: By June 2011, students on level 2 and higher will increase from 48% to 60% as evidenced on the New York State Math Assessment.
4. Math: By June 2011, 23% of students with disabilities scoring levels 2 and above will increase to 45% as evidenced on the New York State Math Assessment.	4. Math: By June 2011, 23% of students with disabilities scoring levels 2 and above will increase to 45% as evidenced on the New York State Math Assessment.

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

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>ELA: By June 2011, students with disabilities scoring levels 2 and above will increase from 44% to 55% as evidenced on the New York State English Language Arts Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of differentiated instruction, technology (Ticket to Read), after-school programs, and support from in-class paraprofessionals.</p>
<p>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.</p>	<p>Job embedded professional development will be paid for using \$5,000 of curriculum/ professional development (TL Fair Student Funding). Academic Intervention Service will take place during the school day, technology site-license will be paid for using \$3,000 of NYSTL hardware funding. Since professional development is job embedded, it will take place during the common planning periods for all teachers on a weekly/bi-weekly basis.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be maintained through the use of formative and summative assessments such as the ITA's, Predictive, and teacher made assessments, which will be administered at least 4 times during the academic year.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Math: By June 2011, students on level 2 and higher will increase from 48% to 60% as evidenced on the New York State Math Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of differentiated instructional strategies, which meets the needs of all learners, V-Math Live technology, after-school programs, extended day school, job-embedded professional development, and increased use of student manipulative.</p>
<p>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.</p>	<p>Job embedded professional development will be paid for using \$10,000 of per-diem funding (TL Fair Student Funding). Academic Intervention Services will take place throughout the school day as a result of push-in/pull out using peer tutors, extended day (free service provided by SES), use of current technology such as laptops and Smart board to enhance learning experiences.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be maintained through the use of formative and summative assessments such as the ITA's, Predictive, and teacher made assessments, which will be administered at least 4 times during the academic year.</p>

Subject Area
(where relevant) :

MATH

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Math: By June 2011, 23% of students with disabilities scoring levels 2 and above will increase to 45% as evidenced on the New York State Math Assessment.</p>
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<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>Use of differentiated instruction, Vmath Live (technology), job-imbedded professional development, and extended school day (37.5 minutes).</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>\$5,000 of TL Fair Student Funding will be used to pay for per-diem teachers, \$3,000 of NYSTL software monies will be used.</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>Progress will be maintained through the use of formative and summative assessments such as the ITA's, Predictive, and teacher made assessments, which will be administered at least 4 times during the academic year.</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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	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	11	11	N/A	N/A				5
1	14	14	N/A	N/A	5	2		7
2	16	16	N/A	N/A	3	1	1	5
3	16	16	N/A	N/A	2	4	2	6
4	31	31	14	14	1	4	3	4
5	32	32	24	24	3	2	1	13
6	37	37	29	29	3	1	2	5
7	33	33	31	31	2		4	9
8	39	39	35	35	2		2	7
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"/> SBST support, ELL support, EXTENDED DAY (TEST SOPHISTICATION) PROGRAMS, RESOURCE ROOM SUPPORT (mandated and at-risk) SATURDAY PROGRAMS, and BELL After School. The Extended Day Program is usually run three or four days per week and works to address students' social and academic needs. Students in grades 3 through 8 are identified through standardized test performance and teacher recommendations. They are grouped homogeneously and receive small group instruction in specific area(s) of concern, during the last 37.5 minutes of the school day. BELL After School occurs three days a week (2x a week after school and each Saturday) and students in this program benefit from small-group academic instruction, mentorship, and a wide range of enrichment activities. The SBST helps teachers develop and implement behavioral strategies and systems for students with behavioral and/or emotional issues; and provide counseling as needed to help students overcome specific issues that may negatively impact them academically, and/or socially. Both mandated and at-risk students receive resource room services 3-5 times a week during the school day in a small group setting where students receive instruction to help them refine their academic strengths and overcome individual areas of concern.
Mathematics:	<input type="checkbox"/> SBST support ELL support Math Steps Intervention Program by McGraw-Hill Grades 3-5 Impact Math Intervention Program By McGraw-Hill Grades 6-8 EXTENDED DAY (TEST SOPHISTICATION) PROGRAMS RESOURCE ROOM SUPPORT (mandated and at-risk) SATURDAY PROGRAMS, and BELL After School The Extended Day Program is usually run three or four days per week and works to address students' social and academic needs. Students in grades 3 through 8 are identified through standardized test performance and teacher recommendations. They are grouped homogeneously and receive small group instruction in specific area(s) of concern, during the last 37.5 minutes of the school day. BELL After School occurs three days a week (2x a week after school and each Saturday) and students in this program benefit from small-group academic instruction, mentorship, and a wide range of enrichment activities. The SBST helps teachers develop and implement behavioral strategies and systems for students with behavioral and/or emotional issues; and provide counseling as needed to help students overcome specific issues that may negatively impact them academically, and/or socially. Both mandated and at-risk students

	<p>receive resource room services 3-5 times a week during the school day in a small group setting where students receive instruction to help them refine their academic strengths and overcome individual areas of concern.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>SBST support, ELL support, EXTENDED DAY (TEST SOPHISTICATION) PROGRAMS, RESOURCE ROOM SUPPORT (mandated and at-risk) SATURDAY PROGRAMS, and BELL After School. The Extended Day Program is usually run three or four days per week and works to address students' social and academic needs. Students in grades 3 through 8, are identified through standardized test performance and teacher recommendations. They are grouped homogeneously and receive small group instruction in specific area(s) of concern, during the last 37.5 minutes of the school day. BELL After School occurs three days a week (2x a week after school and each Saturday) and students in this program benefit from small-group academic instruction, mentorship, and a wide range of enrichment activities. The SBST helps teachers develop and implement behavioral strategies and systems for students with behavioral and/or emotional issues; and provide counseling as needed to help students overcome specific issues that may negatively impact them academically, and/or socially. Both mandated and at-risk students receive resource room services 3-5 times a week during the school day in a small group setting where students receive instruction to help them refine their academic strengths and overcome individual areas of concern.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/></p> <p>SBST support, ELL support, EXTENDED DAY (TEST SOPHISTICATION) PROGRAMS, RESOURCE ROOM SUPPORT (mandated and at-risk) SATURDAY PROGRAMS, and BELL After School. The Extended Day Program is usually run three or four days per week and works to address students' social and academic needs. Students in grades 3 through 8, are identified through standardized test performance and teacher recommendations. They are grouped homogeneously and receive small group instruction in specific area(s) of concern, during the last 37.5 minutes of the school day. BELL After School occurs three days a week (2x a week after school and each Saturday) and students in this program benefit from small-group academic instruction, mentorship, and a wide range of enrichment activities. The SBST helps teachers develop and implement behavioral strategies and systems for students with behavioral and/or emotional issues; and provide counseling as needed to help students overcome specific issues that may negatively impact them academically, and/or socially. Both mandated and at-risk students receive resource room services 3-5 times a week during the school day in a small group setting where students receive instruction to help them refine their academic strengths and overcome individual areas of concern.</p>

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The guidance counselors provide social and emotional support. Behavior modification, group activities, enhancing self-esteem, group and individual counseling, anger management, interpersonal relationships, conflict resolution, as well as goal setting help.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Psychological evaluation, conducting meetings between parents, teachers, and at risk students, individual counseling and group counseling.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Parental contact, and parent counseling
At-risk Health-related Services:	<input type="checkbox"/> SBST support ELL support READ 180EXTENDED DAY (TEST SOPHISTICATION) PROGRAMSRESOURCE ROOM SUPPORT (mandated)SATURDAY and VACATION PROGRAMS.THE 37and1/2 MINUTES AFTER SCHOOL The Extended Day ProgramThis program is usually run three or four days per week. It has several components that address students' social and academic needs. Students, ranging from grades 3 through 8, are identified through standardized test performance and teacher recommendations. They are grouped homogeneously. Our extended day program is linked to and aligned with the regular day program by structured instructional scheduling, congruence of professional development sessions focusing on best practices, common literacy team and math team serving both regular and extended day programs and replication of identified successful instructional strategies between programs.

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)

NA

Number of Students to be Served:

LEP 0

Non-LEP 0

Number of Teachers 0

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

NA

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.

NA

Section III. Title III Budget

-

School: NA

BEDS Code: 332300010284

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	0	<input type="checkbox"/> NA
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> NA

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> NA
Educational Software (Object Code 199)	0	<input type="checkbox"/> NA
Travel	0	<input type="checkbox"/> NA
Other	0	<input type="checkbox"/> NA
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.

1. **An assessment of written translation needs was done through analyzing the number of ELL and students with non-English speaking parents. An assessment of oral interpretation needs was done through analyzing the number of ELL and students with non-English speaking parents.**

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.

1. **It was observed that there is a small number of parents and students in need of translation services. Notices and other materials relating LEP students is delivered in the native language of the parents; though, some parents do prefer to have the information in English.**

Part B: Strategies and Activities

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

The school provides written translation services of correspondence to parents from the ELL page site on the DOE webpage. In addition in-house services are provided on occasion. Translation services of written correspondence to parents will meet the needs of parents and students because it will give them an opportunity to actively participate in the education of their children. Parents will also be aware of school-wide events and other events pertinent to the well being of their child/children.

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.

Interpretation services will be provided in Spanish during school events. There is a small percentage of Spanish speaking parents who do not speak English who would benefit from in-house Spanish assistance.

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>.

The school sends written correspondence in the native language of the parents. This documentation primarily comes from the translated versions on the ELL DOE webpage. This documentation consists of Entitlement Letters and information about ELL services.

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:	572,013	7,781	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,720		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28,600	*	
4. Enter the anticipated 10% set-aside for Professional Development:	24,182	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
76.6

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

The following activities are being implemented to support teachers in attaining status as Highly Qualified:

- * Use of Title I funds to reimburse teachers for coursework taken towards certification.
- * High Quality Professional Development provided by UFT Teacher's Center Coach, Lead Teachers, CFN 401, and consultants.
- * Teachers will engage in inter/intra-visitations to observe best practices and support will be provided regarding lesson planning and implementation.

* Use of technology to view Podcast professional developments provided by peers.

* 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 Title I School Parental Involvement Policy is attached to this document.

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 School-Parent Compact is attached to this document.

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.

1. **The school generates a good range of data to enable students' progress to be tracked effectively. Students feel safe and secure because of the good levels of support they receive from teachers and other adults in the school. Students benefit from useful links with community organizations that are helping them to develop good personal values. The principal and assistant principals monitor teachers' work rigorously, quickly identifying where instructional practice requires improvement. The curriculum is rich and interesting and engages students' interest and imagination well. Staff and students enjoy good relationships that result in a pleasant atmosphere that is conducive to learning. The principal has high expectations of her staff and students and a clear vision for the future. Teachers benefit from good professional development opportunities that are designed to meet their own and their students' needs. The school runs smoothly because of clear and consistently applied systems and procedures. The school has made good progress in addressing the issues identified in the previous Quality Review report. Overall Evaluation This school is proficient. One student echoed the views of many when she said, "This school's been here 100 years. It's a family." There is a very strong feeling of community throughout the school. Students feel safe, secure and protected from some of the difficulties that beset them outside the building. "Teachers take care of us. If we have problems they will help us." The warm and friendly relationships that exist between adults enable students to see the benefits of working together. They provide a good example of the school's motto, "Together as a team we can achieve more." Teachers collaborate well to plan lessons and to analyze and question the data. They have begun to use it well to group students in the classes and to make instruction more relevant to student needs. The principal and her leadership team have focused carefully on developing teachers' skills in differentiating instruction and this is beginning to have an positive impact on students' engagement and progress. Since the last Quality Review, the school has forged good partnerships with community organizations that are beginning to support students' personal development well. Weekly visits from a NYPD officer, for example, are helping students to see the police department in a more positive light. Attendance is still not as high as the school would like. The inquiry team is well established. It has been meeting regularly to check on the progress of a group of lower performing students in the middle school. School leaders and teachers collect a wide range of data to help them track student progress. However, long and short-term goals are not routinely set for students, to make them and their parents aware of where they are heading and to harness their motivation. Whole-school goals for improvement are set in the Comprehensive Education Plan but do not have a high enough profile throughout the community to make everyone aware of their roles and responsibilities in driving the school forward. School leaders know their school well. They have a good understanding of their current position and where they need to improve. They have already made a positive start and achieved much in the six months since the last Quality Review. The school has well-established systems in place to track the performance and progress of individual students. End of year test scores determine classroom groupings for the following year, with students placed according to their overall ability. Teachers receive regular updates about students' test scores, which they use well to group students within their**

classrooms for different subjects. Some teachers keep useful informal records of progress that they use to inform instruction and change the groupings if necessary, but this is not the case in all classrooms. Teachers benefit from regular training opportunities to help them understand and use the data. This is helping them to plan more effectively to meet the different needs of the students in their classrooms. The school monitors the progress of special education students and English language learners well. Specific intervention programs such as Ticket to Read, Voyager, and the 100 Book Challenge provide good ongoing data about their performance. ACUIY data enables school leaders to check the performance of different grades and classrooms. The current grade 5 for example, is a strong cohort and is on track meet the school's expectation of a 4% rise in performance this year. From the data, school leaders have identified that boys' performance in reading falls significantly when they move from the elementary to the middle school. This has led to a review of resources and further investigation into how they might address this concern. School leaders have been unable to identify a higher performing school within the network, which has similar characteristics but is performing at a higher level. School leaders and teachers have a firm commitment towards helping all the students achieve their potential. They share their high expectations with students through inspirational posters in the hallways and classrooms. Students enthusiastically join in reciting the school's mantra, "I am somebody. I can do anything!" every morning at the end of the principal's message. Teachers know students' different levels and understand their responsibility to help move them on to the next level. Students also are keen to make progress. They know their levels but not always what they have to do to improve. They do not have clear long-term goals, supported by shorter-term targets to split up the task into more manageable steps. Parents receive a reasonable amount of information about their children's progress but are not aware of the next steps that their children will be taking in their learning. The leadership team shared whole school goals with all the staff at the beginning of the academic year. In terms of students' attainment, they identified a 4% rise in performance by the end of the year. However, this important outcome is not given a high enough profile in the school for it to have a dynamic impact on everyone's work and efforts. Progress towards this common goal is not charted and displayed clearly enough throughout the school to give feedback to students, parents and teachers about how well they are doing. The school provides an enjoyable and well-organized curriculum for students. Effective links between subjects make learning relevant and interesting. Students have many opportunities to practice and refine their reading and writing skills, for example, when they write letters to famous African Americans to support their social studies projects. The use of computers is developing rapidly, with some teachers using a bank of laptops to help students research and present elements of their work. The after-school program provides a wealth of exciting activities including computer and movie making, which help students to learn new skills, socialize successfully and improve their confidence. Some teachers use the data well to drive instruction. In a grade 5 math class, for example, higher achieving students worked in groups to present the data they had collected on a graph. This freed the teacher up to support the weaker students who found the task more difficult. However, this practice is not consistent across the school. Students benefit greatly from the good relationships they enjoy with adults. They know there is always someone to whom they can turn if they have a problem. They have great confidence in the principal, noting that, "[She] keeps everyone in order, keeps us safe and makes sure the school runs smoothly." The school has worked hard to try to improve attendance although there is still more tardiness and absence than it would like. Good systems have been implemented to track down students who "disappear" from the system. The principal has built a strong team of senior staff to help her fulfill her vision for the school's development. Assistant principals carry out distinct roles and responsibilities, which mean that each part of the school operates efficiently. They work well as a team to focus on improving teachers' instructional practice. Regular classroom monitoring means that individual strengths and weaknesses are quickly identified. Teachers learn from each other's strengths through intervisitations and professional development opportunities are organized to meet collective needs. Recent

assessment data revealed a need to provide academic intervention to students in mathematics so they would be in a good position to reach Level 4 in the forthcoming state tests. Senior staff K284 Lew Wallace School: February 6, 2008 quickly identified individual teachers for professional development so that these students could be supported effectively. The school welcomes many new teachers, who are just beginning their careers as

2. Schoolwide reform strategies that:

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

a) **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. Help provide an enriched and accelerated curriculum. Meet the educational needs of historically underserved populations. Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. Are consistent with and are designed to implement State and local improvement, if any.**

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.

o **Academic services and the support services that respond to the student's needs at each grade level are : Individualized learning profile, differentiated instruction cognitive-based training for teachers and students will be embedded in the instructional design intensity of services qualified staff support services.**

o Help provide an enriched and accelerated curriculum.

o **The EDGE Reading series is a standards-based document that provides a focus on reading, writing, vocabulary analysis and gives the students an opportunity for text to self experiences. It also encompasses a great deal of poetry and non-fiction which is standards based.**

o Meet the educational needs of historically underserved populations.



The needs of historically underserved population will be met through the following:

An Academic Intervention Teacher will push in / pull out student who are in academic jeopardy of failure. Title I monies will be used to provide uniforms to students who cannot afford them as a result of economic issues and/or living in a shelter (homelessness). At-risk counseling is available for students in needs of emotional support. Two Community Based Organizations operate in our school six days a week to support the academic development and social growth of our students. Students are also given a hot dinner every evening.

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.



o **Support services are intended to address and ameliorate the barriers to student progress in State learning standards areas of low academic achieving children. These barriers may reflect problems in attendance, discipline, health, nutrition, mobility, and family related issues. Support services will include, but not limited to the following: school guidance and counseling, attendance support, study skills, and coordination of services provided by other agencies. Such agency service will include referrals for diagnostic screening to determine whether vision, hearing, or physical disabilities are impediments to academic progress.**

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



o **Academic intervention services are designed to engender student achievement and focus on the learning standards in English language arts and mathematics in grades K-8, science, and social studies.**

3. Instruction by highly qualified staff.



1. **Instruction by highly qualified teachers: The objective of this school is to hire highly qualified teachers consistent with the school's and District's policy. A highly qualified teacher will most likely provide a better level of instruction. A better quality of instruction means an improvement in student learning. This school is thriving to achieve improved student academic performance. The school's current identification would bear evidence to this point. The administration has the task of providing**

on-the-job training and mentoring to upgrade skills and building capacity. Wherever possible all recruited teachers will be appropriately certified. Where they are not, we are monitoring their progress through Principal counseling, administrator support, and

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.

1. **. High-quality and ongoing professional development, aligned with the State and City standards (see guide):**
1. High Quality Professional Development
P.S. /I.S. philosophizes that high quality professional development is professional development that meets the professional needs of the teachers. The Children's First Network and our school recognizes the importance of professional development in improving useful classroom practices. The strategies for developing and implementing a dynamic professional development agenda will, therefore, be premised on a school needs assessment. The Children's First Network will, as part of its responsibility, provide increased, sustained differentiated professional development by a cadre of highly qualified staff developers. The following professional development activities will be conducted : Indicators for Performance-Curriculum and instruction-Classroom management-Technology Infusion-Lesson Planning-Questioning Techniques-City/State standards and Performance Indices-Use of GROW Report-Use of test data to drive instruction.Community Reporting-professional development venues-study groups-grade meetings ·holiday and during normal school day as per New York Standards prescription.The Children's First Network also has a planned program of interventions and support for this school.
1. High-quality and ongoing professional development, aligned with the State and City standards (see guide). The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results and the removal of the school from "needs improvement" status.

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

1. **1.Strategies to attract highly qualified teachers: The efforts and solutions to this problem are not easy. The school will continue to subscribe to the chancellors policy on strategies to attract highly qualified teacher. That strategy is to constantly and deliberately seek out avenues to procure the best-qualified teachers. The school will continue to attend, along with local teacher recruitment fairs to identify and attract potential qualified teachers. Strategies to be used :develop a comprehensive school profile detailing its achievements and initiatives. Invite potential qualified teachers to visit the school before the start of the new school year for an orientation. Provide on-line services about the school. Principals in collaboration with the Children's First Network, Personnel Manager and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principals in collaboration with Children's First Network Operation Centers' Personnel Manager and Liaisons work with the Division of**

Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

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



1. Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.. During Pre-Kindergarten Parent Advisory Meetings discuss kindergarten curriculum and expectations.

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.



1. **1.State-run preschool program, to local elementary school programs.In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the “moving-on” experience.These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School PreKindergartens and Special Education PreSchools.Transition Activities for Children·Schedule a visit or a series of visits to the new school for the children·Provide pre-kindergarten children with a summer package that includes transition activities ·Encourage children to ask questions about kindergarten·Organize a PreKindergarten Day for parents and children who will be attending Kindergarten in the public school the following year**

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.



1. **Establish a community-wide PreKindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all PreKindergarten Programs in the Region.·Invite staff of the preschool and kindergarten programs to participate in exchange visits.·Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.·PreKindergarten teachers will develop a list of competencies/skills that PreKindergarten children will come away with when they complete the year and begin kindergarten.This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The PreKindergarten standards will also be shared with the Kindergarten staff and supervisors.·Share Department of Education curriculum and standards for kindergarten with CBO agencies and PreKindergarten staff in order to expose them to what will come next.**

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.

□

1. **Name of Academic Intervention Service (AIS) Program**
Description: Provide a brief description of the Academic Intervention Service (AIS) indicated in column one, including when the service is provided (i.e., during the school day, before or after school).
English Language Arts By May 2011, students will achieve English Language Arts learning standards by the provision of additional instruction that supplements the general curriculum and/or student support services needed to address barriers to improve academic performance, as evidenced by a 10% growth rate on State ELA in Grades 3-8. More students will score at or above performance levels on state and city tests.
At-risk students achieving the state learning standards.
Library Access: To support the academic program in all grades. It affords students the opportunity to utilize the library before, during, and after school hours. Greater access to the library
Small group instruction by Early Childhood Resource staff.
SBST/ERSS/MSW (Mental Health) support, ELL support through Achieve 3000, READING FIRST INTERVENTION, EXTENDED DAY (TEST SOPHISTICATION) PROGRAMS RESOURCE ROOM SUPPORT (mandated) SATURDAY and VACATION PROGRAMS.
The Extended Day Program This program is usually run three or four days per week. It has several components that address students' social and academic needs. Students, ranging from grades 1 through 8, are identified through standardized test performance and teacher recommendations. They are grouped homogeneously. Our extended day program is linked to and aligned with the regular day program by structured instructional scheduling, congruence of professional development sessions focusing on best practices, common literacy team and math team serving both regular and extended day programs and replication of identified successful instructional strategies between programs.
The Early Childhood Resource To provide additional support in the area of literacy during the school day. Students from grades K-3 are involved in the program. The Early Childhood Resource Teacher (ECR) works with children (six to eight per time), providing small group instruction. The literacy activities include vocabulary reinforcement, penmanship, spelling words based on the Dolch Word, List, working at literacy centers, computer infusion, phonics and reinforcement of writing skills.
Math Interventions. By May 2011, and evidenced by a 10% growth in Math performance the NYS Math assessment, students will be encouraged to think critically and reason mathematically and apply mathematical concepts to real life situations.
Math Enhancement Program: to provide small group math instruction for students' grades 3-8 in the after- and before-school setting.
Math Enrichment Tutorial Program: offered to students who are in need of additional support in math. High performing students are also prepared for the Regents exam.
Peer Coaching: students who are proficient in math will tutor less proficient students during the school day.
Saturday Academy: targeted Level 1 and 2 in mathematics
Project Math: this provides small group math instruction for students in grades 3-8 in the before- and after- school settings. Students will be able to:
· Utilize hands-on manipulatives and other materials to aid in the exploration, discovery, and explanation of concepts.
· Explore problem-solving situations that occur in their environment as they collect, organize, and describe data from their surroundings.
· Use math daily as a tool for problem solving, communication, literacy, and reasoning.
· Maintain "Reflective Journals"
Science Before and after school sessions based on student needs – Refer to ACTION PLANS
Social Studies Before and after school sessions based on student needs – Refer to ACTION PLAN

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.



1. **The following Federal, State, and Local services and programs are detailed in this CEP. These include:·New York State Special Fund·Breakthrough Program·IDEA – ·Attendance/Dropout Prevention (AIDP) ·Learning Technology·Substance Prevention/Drug and Violence Prevention·NYSS Pre-K Super Start, and ·School-Based Mental Health Program – State funded program.An Oversight/Financial Sub-committee of the SLT, headed by the SLT Liaison for Financial Matters, will be instituted to explore the possibility of coordinating and integrating these services and programs. The committee will also look into the possibility of consolidating federal funds, prioritizing programs and activities, and upgrading programs based on the expressed needs and priority of the school.**

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

Explanation/Background:

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

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Check(x)	Page#(s)
		Yes	No	N/A				

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.

NA

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB / SED STATUS: Improvement (year 2) - Focused **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Economically Disadvantaged Students and African American/Black Students in grades 3-8 did not meet the AYP in the area of English Language Arts. This was due to the following reasons:

1. The Effective AMO for Black or African American Student group was 148 but we received 140 (-8).
2. The Effective AMO for the Economically Disadvantaged student group was 149 but we received 144 (-5).

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Refer to Goals 2 and 3 and their respective Action Plans.

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

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



1.High Quality Professional Development: P.S. /I.S. 284 philosophizes that high quality professional development is professional development that meets the professional needs of the teachers. The CFN and our school recognizes the importance of professional development in improving useful classroom practices. The strategies for developing and implementing a dynamic professional development agenda will, therefore, be premised on a school and District needs assessment. The CFN will, as part of its responsibility, provide increased, sustained differentiated professional development by a cadre of highly qualified staff developers. The following professional development activities will be conducted: Indicators for Performance·Curriculum and instruction·Classroom management·Technology Infusion·Lesson Planning·Questioning Techniques·City/State standards and Performance Indices·Use of NYstart/ARIS/Periodic Assessments·Use of test data to drive instruction (differentiation).Community Reporting·professional development venues·study groups·grade meetings ·holiday and during normal school day.

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



1. **A New Teacher Induction program that consist of supports such as lesson planning, strategies for effective classroom management, inter/ intravisitation of seasoned teachers, data analyst, and use of technology to drive instruction, and understanding various learning styles of various students. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results and the removal of the school from "needs improvement" status.**

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

The principal will host a meeting with parents and community members to review schoolwide data and its implications on the school status. The principal will also inform parents of strategies to improve student achievement. The principal will elicit feedback from the parents and use this information to curriculum and budgetary decisions.

Each parent will receive a letter describing the school status in great detail and the steps that will be taken to improve student achievement.

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.)

21

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

Recognizing that “one size does not fit all,” the Department of Education has implemented a system of targeted intervention services to help struggling students in New York City public schools. Through the use of a range of research-based strategies built on top of strongbase literacy and mathematics programs, tintervention is tailored to move achievement in learners with varied needs.

Academic intervention services (AIS) teams provide support at the school level. Each team consists of educational professionals who determine academic intervention needs of the students in the school, establish targeted means of assessing students, determine methods for dealing with academic problems, and most important monitor on an ongoing basis whether these methods are resulting in increased learning and achievement. This year, with the new provision of inquiry teams in schools focused on supporting a particular target group of students, AIS content can provide valuelabel intellectual capital to move the work of the inquiry team in addressing individual student needs.

The Office of Academic Intervention Services K-12 provides resources and support for this work directly to the schools as well as through School Support Organizations and collaboration with central office staff. The office also ensures compliance with New York State Education Department requirements for support for students performing below grade-level expectations. In a field that has been unfolding intensively in the last thirty years, and even more rapidly of late, it is the goal of the Office of Academic Intervention Services to build capacity in schools, developing a cadre of learning specialists who can lead the work of addressing specific student needs in every school using state-of-the-art, research-supported methodology.

Offering a range of professional supports, the Office of Academic Intervention K-12 provides professional development opportunities in intervention within literacy, mathematics and content areas, as well as informational resources including a newsletter , intervention toolkits of suggested methods and materials within specific areas of intervention, powerpoint presentations in a range of topics, best practices identification and dissemination , video training materials , extensive on-line resources and tools , an active on-line listserv disseminating relevant research and encouraging dialogue about current methods, on-site technical assistance , web-based resources, university collaborations, pilots of promising programs, support of school-based professional development services, parent-support activities , assistance with socio-economic student provisions and more. Customized professional development for schools, networks and school support organizations is available as are consultative services.

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

CEP RELATED ATTACHMENTS

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

File Name - *_23K284_102810-145533.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	District 23	School Number 284	School Name Lew Wallace
Principal Ms. Shenean Lindsay	Assistant Principal Ms. Zina Cooper		
Coach	Coach Ms. Kimberly Shelley		
Teacher/Subject Area Ms. Dawn Lavelle	Guidance Counselor Ms. Clark		
Teacher/Subject Area	Parent Ms. Shalonda Strong		
Teacher/Subject Area	Parent Coordinator Ms. J. Sanders		
Related Service Provider Ms. Tatyana Ulubabova	Other		
Network Leader Ms. Alice Brown	Other		

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	550	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	6.55%
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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 ESL instructor identifies ELL learners by looking at the home survey form. The ELL instructor then checks with test history of the student to verify whether or not the student is a transfer student and is indeed new to the NYC system. The ELL instructor then meets the parents and asks about the educational background of the student. This process takes place within ten days after the student is admitted to the school. The parents of the ESL/ELL learners are notified by letter regarding the status of their child after he or she takes the LAB-R test. Parents are provided an orientation session with instructional brochures to advise them on the options for their child. The letter explains about the various programs available and also includes a date for parent orientation. At the orientation, the parents are shown a DVD created by the NYC Dept of Education which highlights the different choices available to parents. Afterwards, the parents are requested to sign the appropriate forms which designate which program they wish that their child be placed in. Parents are informed that once they decide which program they wish to have their child participant in, their child is required to stay in that program for at least one school year. Parents of students who score below the NYSESLAT cut score are notified of the student's assessment scores. If parents do not specify preference, the student remains in the same program.

The returned letters reflect that the ESL option is the most popular of the returned documents; the second most popular being the Dual Language option. At the meeting for parents, they requested that the services be in English and were concerned that their students would be placed in a bi-lingual situation. They seem to want their child to be exposed to as much English as possible. Presently, the program reflects the request of the parents. However, this year there has been an influx of students whose parents have requested a DUAL language option. These parents are aware that there are other options for their children. Most of the students are new arrivals in the middle school. A copy of the letters and HLSF are located in the main office and are placed in the students' folders.

The ESL program is aligned with what the parents request. If a program selection form is not returned, the ESL instructor gives a copy to the student in the parents' native language. There are bilingual staff on hand to help with translations and questions. During this last year 2009-2010 there has been an influx of students in the middle grades arriving with no English skills. This is reflected in the parents' selection forms. There have been more request for a DUAL language program. If a signed letter is not returned, the ESL instructor continuously gives the letters to the students for their parents to sign.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL			9	7	0	2	1	0	2		8
Total	0	0	9	7	0	2	1	0	2		8

Number of ELLs in a TBE program who are in alternate placement: 36

C. Home Language Breakdown and ELL Programs

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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	1	6	2	3	3	8	2	1	4					30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian				1				1						2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	6	2	4	3	9	2	2	4	0	0	0	0	33

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.

The program at PS 284 is based on the pull-out/push-in model. The ESL instructor attempts to group students according to grade and proficiency. The ESL instructor confers with the teachers to assure that the students are given the proper support. In addition, the staff directs the students to the Spanish sections of the textbook which explains some content specific terms.

The CR Part 154 mandated number of instructional minutes is attained through the combination of pull-out and push-in. The school has a full-time ESL instructor who administers the mandated program. The ESL instructor has the option to either pull-out the students or push-in. Both pull-in and push-out options are required to ensure that students are serviced. At PS 284 the program is a self-contained ESL program. Presently, this program is designed help students develop English skills in order to pass the various state, city and English proficiency examinations. In the ELL (English Language Learners) program the development of reading and writing skills are implemented as outlined in the New York State English Language Arts Resource Guide. Entitles students may stay in the program to three years. After three years of service, an extension of service may be requested annually. The NYSESLAT is administered annually and is a deciding factor as to whether

the student remains entitled. Students who score below the cut scores remain in the program.

The school has a full-time ESL instructor who administers the mandated program. The ESL instructor has the option to either pull-out the students or push-in. Both pull-in and push-out options are required to ensure that students are serviced. At PS 284 the program is a self-contained ESL program. Presently, this program is designed help students develop English skills in order to pass the various state, city and English proficiency examinations. In the ELL (English Language Learners) program the development of reading and writing skills are implemented as outlined in the New York State English Language Arts Resource Guide. Entitled students may stay in the program to three years. After three years of service, an extension of service may be requested annually. The NYSESLAT is administered annually and is a deciding factor as to whether the student remains entitled. Students who score below the cut scores remain in the program. Lessons for SIFE students would be augmented with materials designed for ELL students incorporating phonics and vocabulary building activities.

The students are gradually exposed to literary content after briefly learning some essential vocabulary words and grammatical structures, such as forming a questions and answering a questions. These skills are emphasized because it will prepare the students for the ELA test and the multiple choice questions. In addition, there are some dictation exercises with graphic organizers to fill out. The Moving into English series by Harcourt is used in conjunction with the Reading First Program. In addition, the school purchased a program called "English Now" which is used for the older newly arrived ELL students. These materials plus workbooks in preparation for the NYSESLT test help students acquire the skills they need to prepare for upcoming state tests. The lessons are augmented with materials designed for ELL students. These materials reflect the same format as the mainstream materials, for example, exposure to the different genres, the same graphic organizers and writing requirements. However, there are some modifications such as reinforcement through incorporating other ESL strategic instructional activities.

Long term ELLs are taught using ESL methodologies. The content area instruction from the regular class is supplemented with ESL strategies which include reinforcement with graphic organizers and small group instruction. The methodologies employed in this program are designed to accommodate the long term ELLs who need additional support with their literacy skills. The materials are chosen to support the prescribed curriculum.

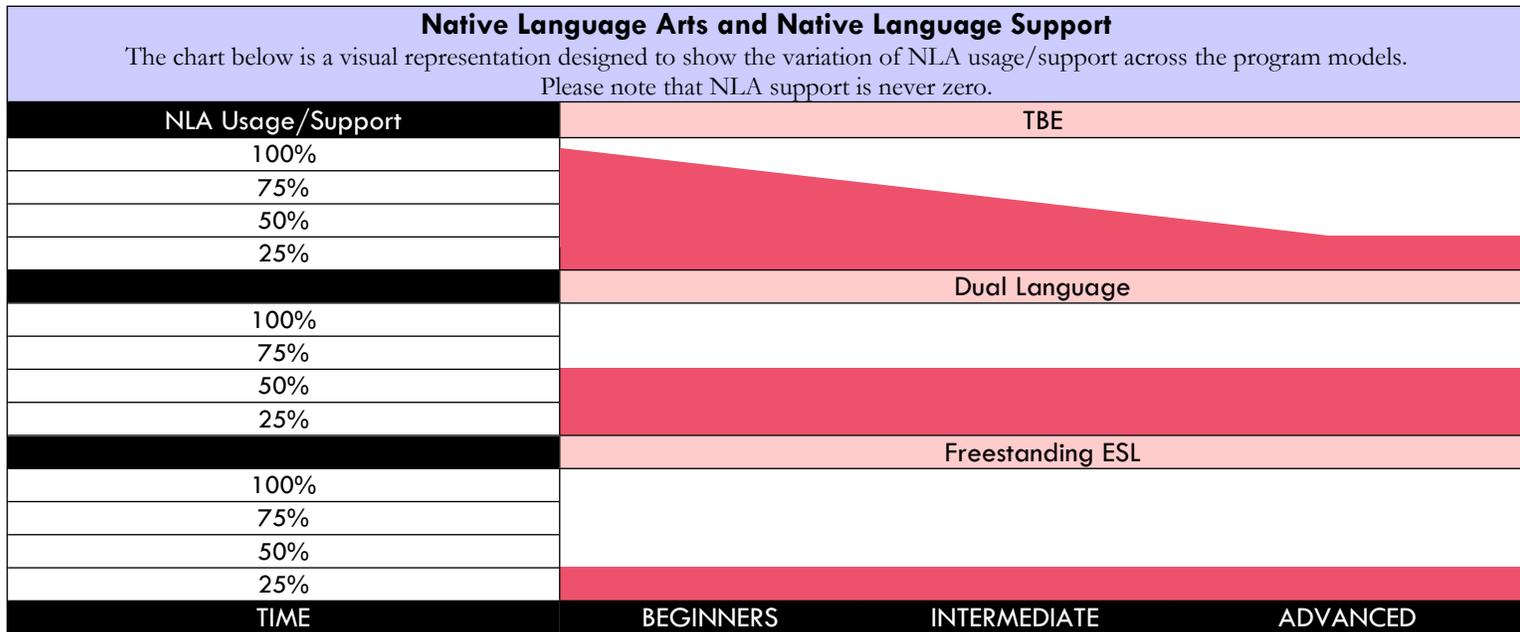
ELLs with special needs are presented with materials which focus on their particular needs, such as phonics reinforcement and vocabulary building activities. These students require materials which depend on task specific outcomes rather than a holistic approach. Students with special needs are able to comprehend and complete assignments that are segmented and then reintroduced within a comprehensive lesson. These students work well when using graphic organizers and worksheets but have difficulty with overall comprehension.

- LEP/ELL students are serviced through small group sessions / Pull Out. Currently, their linguistic skills are being built through the use of the English Now! Curriculum. English Now! uses pictures, flashcards, and differentiated strategies to meet the needs of all non-English speaking across grades K through 8. The picture flash cards are used to point out specific content related vocabulary.
- LEP/ELL students also receive Academic Intervention Services from the ELL/LEP teacher. Curriculum such as Time for Kids! , New York State Coach, Daybook, and Insights are programs which are linked to standards and prepare LEP/ELL students for academic success on New York State Assessments. Additionally, students who do not score above the New York State proficiency level on New York City Predictive Exams are "pulled out" for at-risk services by school staff.

Lessons for SIFE students would be augmented with materials designed for ELL students incorporating phonics and vocabulary building activities. The Moving into English series by Harcourt is used in conjunction with the Reading First Program. The students are placed in a general education class and are exposed to the same materials as the mainstream students. The lessons are augmented with materials designed for ELL students. These materials reflect the same format as the mainstream materials, for example, exposure to the different genres, the same graphic organizers and writing requirements. However, there are some modifications such as reinforcement through incorporating other ESL strategic instructional activities.

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

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



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?

Explicit ESL instruction is delivered to students through independent reading and in small groups. They are expected to use graphic organizers to formulate ideas in order to create written responses. In addition, students are expected to write responses and elaborate on materials introduced in the classroom setting. The students are usually pulled-out but occasionally push-in is required to help the teachers prepare the students for the interim assessments, city and state tests.

The ELA instruction uses a combination of ESL techniques with mainstream materials. The students are given added instruction in writing compositions and vocabulary development. Presently, PS 284 does not offer a native language program nor is the native language used in the classroom because the parents have not requested this type of program.

The instructional materials used for ESL students can be categorized in to two groups, those that are used primarily for the beginning ESL students and those for the more advanced students. Students who are considered at the beginning level are supported with materials that focus on specific skills relating to phonics and reading skills. These students need to focus on vocabulary reinforcement and writing skills. The materials tend to be worksheets based on books chosen from the Reading First library and flash cards with visual reinforcement. In addition, the students are given reading material that covers the different genres and includes vocabulary enhancement introduced in a contextual manner. For the more advanced students the materials consist of those used in the mainstream classes to prepare the students for the state and citywide tests. In addition, the students are using materials designed especially for ESL students such as the series entitled "Moving on to English". This series of books is designed for the students to transition into mainstream English classes. Furthermore, the students have access to extended day programs, Read 180 and Saturday and vacation programs.

In addition, there is a heavy use of technology based lessons to support differentiated instruction. These lessons include those on Acuity and lessons prepared specifically by the instructor. The ESL instructor relies heavily on graphics and photographs to reinforce the lesson. Individual video have been made for students and audio CDs were made of reading lessons and recorded for students of various levels. PowerPoint presentations are used along with the use of Visual Basic to make them interactive. Currently, the program at PS 284 has one certified ESL instructor as per New York State and New York City requirements.

Professional development consists of the ESL instructor contacting with the ELL student's teacher and discussing tests scores to decide under which areas the student needs to strengthen his or her skills. There have been individual meetings with teachers to discuss the progress of the student. The main concern of the classroom teachers focuses on the students' difficulty with writing assignments. Future topics of discussion would be to instruct teachers as to how to identify ELL writing problems which include subject-verb agreement, paragraph development and spelling errors. The topic would address how these specific writing problems can be addressed and resolved in the classroom setting. In addition, the ESL instructor gives workshops to teachers explaining the process involved in identifying ELL students.

There are meetings focus on compliance issues and demonstrate effective means by which ESL instructors are able to adapt the Balanced Literacy Prototype for the ELL population.

Furthermore, the monthly meetings support Math and Science initiatives by giving instructors ideas as to how to adapt the materials for the ELL population. These initiatives help to give students the skills needed in order to succeed on the state tests.

Collaborative planning for instruction is on going between the ESL instructor and the classroom teachers. For example, the ESL instructor follows the same pacing calendar as the classroom teacher and follows the same focus skill. The ESL instructor is responsible for designing materials which enhances the teacher's ability to understand the needs of the ELLs and to address those needs. The ESL instructor makes sure that the students have access to glossaries and native language materials which help them understand the content.

Instructional plan for Newcomers would require extensive use of materials designed specifically for speakers with limited English ability. These materials are visually based and are designed to be used in conjunction with the Reading First program (K-3). The instructional plan for academic language development involves shared reading, think aloud strategies, and note taking. In addition, students are involved in independent reading, buddy reading and small groups. The use of graphic organizers further enhances the students' ability to comprehend and expand on the lesson. Journal writing, note taking, essays and research projects contribute to the learning experience. Through the use of the Internet and other media, students have the opportunity to experience a language in a variety of ways. Other programs in place to promote advancement are:

- Extended Day Program
- Resource Room Support
- Saturday and Vacation Programs

The ELS standards provides the basis for the curriculum. In order to meet the state and citywide standards, the classroom instruction integrates the techniques from ESL while focusing on the ELLs particular language needs. This year the school purchased a program called "English Now" which is enhanced with visuals to help students understand the dialogues in the books. Students are then introduced to the "Shining Star" series which includes themes and topic which are aligned to the state standards.

Continuing transitional support for students who have reached proficiency on the NYSESLAT consists of conferring with teachers. However, these students are usually already functioning at level in their regular classes. If the student still seems to have some difficulty with the pace of the work, the student can still be supported with ESL instruction for the student. In addition, by the time the student has reached this level of proficiency, the ESL materials used by the instructor match those used by the classroom teacher with some modifications. When students take the NYSESLAT and upon scoring at the proficiency level, they are no longer in need of services.

The program modal employed in this program is designed to accommodate the LEP student population. The instruction is conducted in English with materials chosen to support higher order critical thinking skills. ESL and regular texts are chosen to scaffold the students' understanding of various literary genres and math skills. The whole language approach, using appropriate content to promote critical analysis skills through reading and writing about various kinds of literature, is used extensively in the program.

Presently, Spanish is the foreign language offered at the school.

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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional development consists of the ESL instructor contacting with the ELL student's teacher and discussing tests scores to decide under which areas the student needs to strengthen his or her skills. There have been individual meetings with teachers to discuss the progress of the student. The main concern of the classroom teachers focuses on the students' difficulty with writing assignments. Future topics of discussion would be to instruct teachers as to how to identify ELL writing problems which include subject-verb agreement, paragraph development and spelling errors. The topic would address how these specific writing problems can be addressed and resolved in the classroom setting. In addition, the ESL instructor gives workshops to teachers explaining the process involved in identifying ELL students.

The CR Part 154 mandated number of instructional minutes is attained through the combination of pull-out and push-in. The school has a full-time ESL instructor who administers the mandated program. The ESL instructor has the option to either pull-out the students or push-in. Both pull-in and push-out options are required to ensure that students are serviced. At PS 284 the program is a self-contained ESL program. Presently, this program is designed help students develop English skills in order to pass the various state, city and English proficiency examinations. In the ELL (English Language Learners) program the development of reading and writing skills are implemented as outlined in the New York State English Language Arts Resource Guide. Entitles students may stay in the program to three years. After three years of service, an extension of service may be requested annually. The NYSESLAT is administered annually and is a deciding factor as to whether the student remains entitled. Students who score below the cut scores remain in the program.

Explicit ESL instruction is delivered to students through independent reading and in small groups. They are expected to use graphic organizers to formulate ideas in order to create written responses. In addition, students are expected to write responses and elaborate on materials introduced in the classroom setting. The students are usually pulled-out but occasionally push-in is required to help the teachers prepare the students for the interim assessments, city and state tests.

The ELA instruction uses a combination of ESL techniques with mainstream materials. The students are given added instruction in writing compositions and vocabulary development. Presently, PS 284 does not offer a native language program nor is the native language used in the classroom because the parents have not requested this type of program.

The instructional materials used for ESL students can be categorized in to two groups, those that are used primarily for the beginning ESL students and those for the more advanced students. Students who are considered at the beginning level are supported with materials that focus on specific skills relating to phonics and reading skills. These students need to focus on vocabulary reinforcement and writing skills. The materials tend to be worksheets based on books chosen from the Reading First library and flash cards with visual reinforcement. In addition, the students are given reading material that covers the different genres and includes vocabulary enhancement introduced in a contextual manner. For the more advanced students the materials consist of those used in the mainstream classes to prepare the students for the state and citywide tests. In addition, the students are using materials designed especially for ESL students such as the series entitled "Moving on to English". This series of books is designed for the students to transition into mainstream English classes. Furthermore, the students have access to extended day programs, Read 180 and Saturday and vacation programs.

Currently, the program at PS 284 has one certified ESL instructor as per New York State and New York City requirements.

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I.S.S. provides professional development meetings. These meetings focus on compliance issues and demonstrate effective means by which ESL instructors are able to adapt the Balanced Literacy Prototype for the ELL population.

Furthermore, the monthly meetings support Math and Science initiatives by giving instructors ideas as to how to adapt the materials for the ELL population. These initiatives help to give students the sills needed in order to succeed on the state tests.

Collaborative planning for instruction is on going between the ESL instructor and the classroom teachers. For example, the ESL instructor follows the same pacing calendar as the classroom teacher and follows the same focus skill. The ESL instructor is responsible for designing materials which enhances the teacher's ability to understand the needs of the ELLs and to address those needs.

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?

The school plans to provide written translation services of correspondence to parents from the school. Translation services of written correspondence to parents will meet the needs of parents and students because it will meet the needs of parents and students because it will give them an opportunity to actively participate in the education of their children. Parents will also be aware of school-wide events and other events pertinent to the well being of their child/children.

The parents are shown the DVD describing the services offered to them on the student's initial registration.

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)	1	3	1	1	2	4	1	1	1					15
Intermediate(I)	0	3	1	0	2	0	0	0	2					8
Advanced (A)	0	0	0	3	0	5	1	1	1					11
Total	1	6	2	4	4	9	2	2	4	0	0	0	0	34

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

	P	0	0	0	0	0	0	0	0	0				
--	---	---	---	---	---	---	---	---	---	---	--	--	--	--

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

extensive use of editing practices may help students achieve higher scores. Though the ELL population may be able to preform the tasks, the overall data indications prove that there needs to be improvement. The ELL students who are in the elementary level are scoring at least a level 2 on the ELA interim assessments. They are able to discuss reading material and write in an appropriate way.

The workshop model of instruction is used in order to provide opportunities for listening, reading, speaking and writing. There is differentiated instruction for all ELL students. Opportunities are provided for written and oral responses to literature and the content areas. Teachers work with students in small group settings. Teachers and students share literacy strategies, apply skills to real text, and respond to focused writing tasks. Instruction decisions will be adjusted to focus on reading and writing skills to help them succeed. An AM/PM tutorial and test prep are provided to meet the needs of all students who require additional assistance to meet the standards in math and science. Math instruction is in English with Spanish support supplied with glossaries and practice tests in Spanish. Supplementary math instruction is provided during afterschool and Saturday supplementary programs.

The data pattern across proficiency level and grade reveal that students are able to speak and communicate in an informal manner in English. However, academic English still seems to be difficult for ELLs. The scores in the Reading and Writing columns remain at the intermediate level. The challenge is to bring those scores up to the advanced level.

The pattern across the four modalities affects instructional decisions in many ways. For instance, in order to bring the reading and writing scores up to a higher level, the use of test prep materials, timed reading and writing exercises and extensive use of editing practices may help students achieve higher scores. In addition, proficiencies and grades demonstrate that the ELL population are still lacking in some skills. Though the ELL population may be able to perform the tasks, the overall indications prove that there needs to be improvement. The ELL students who are in the elementary level are scoring at least a level 2 on the ELA interim assessments. They are able to discuss reading material and write about them in an appropriate way.

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. 284 Lew Wallace					
District:	23	DBN:	23K284	School		332300010284

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	18	14	18		88.9	90.8	90.0
Kindergarten	52	54	41				
Grade 1	64	53	61	Student Stability - % of Enrollment:			
Grade 2	58	46	57	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	66	58	65		91.7	92.6	91.2
Grade 4	72	72	68				
Grade 5	56	62	66	Poverty Rate - % of Enrollment:			
Grade 6	63	54	61	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	55	62	62		76.4	83.5	84.4
Grade 8	77	58	63				
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		14	31	30
Grade 12	0	0	0				
Ungraded	9	11	6	Recent Immigrants - Total Number:			
Total	590	544	568	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	3	9

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	76	73	59	Principal Suspensions	5	3	20
# in Collaborative Team Teaching (CTT) Classes	0	8	14	Superintendent Suspensions	16	11	15
Number all others	34	36	47				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	57	55	46
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	19	11
# receiving ESL services only	20	36	TBD				
# ELLs with IEPs	1	15	TBD	Number of Educational Paraprofessionals	3	3	10

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	4	16	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	57.9	60.0	84.8
				% more than 5 years teaching anywhere	49.1	52.7	65.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	68.0	78.0	87.0
American Indian or Alaska Native	0.0	0.4	0.2	% core classes taught by "highly qualified" teachers	76.3	76.6	98.4
Black or African American	80.8	78.1	74.3				
Hispanic or Latino	17.6	20.4	23.6				
Asian or Native Hawaiian/Other Pacific	0.0	0.7	0.9				
White	0.0	0.2	0.9				
Male	53.1	53.1	53.5				
Female	46.9	46.9	46.5				

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

Individual Subject/Area AYP Outcomes:

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

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

	<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	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	38	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	23.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

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

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



The Lew Wallace School

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Shenean Lindsay, Principal

Rochelle Sutherland, Assistant Principal

Keva Pitts-Girard, Assistant Principal

Zina Cooper-Williams, Assistant Principal

2010 – 2011 SCHOOL / PARENT INVOLVEMENT PLAN

School wide policy statement addressing the school's Parent Involvement Policy and Goals.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. PS/IS 284 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Curriculum Night, Parent Teacher Conferences, and all sub-committee meetings of all of these bodies.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

PS/IS 284 has implemented an open door policy. All parent teacher conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

Our mechanisms and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.

In addition to the above-mentioned hotline and website, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child. Full school mailings may be conducted at least four times a year.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

The PTA Executive Board and School Leadership Team members meet with Principal at regular monthly meetings and through phone calls and email if a particular issue arises. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.