



A Magnet School for Performing and Visual Arts
The Shirley Tanyhill School PS/IS 288, K

"The Pride of Coney Island"

2950 W. 25th Street, Brooklyn, New York 11224

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2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 21K288

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 288K **SCHOOL NAME:** The Shirley Tanyhill School

SCHOOL ADDRESS: 2950 West 25th Street, Brooklyn, New York 11224

SCHOOL TELEPHONE: 718-449-8000 **FAX:** 718-449-7682

SCHOOL CONTACT PERSON: Denise Lambert **EMAIL ADDRESS:** DLamber3@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denise Lambert

PRINCIPAL: Joelene-Lynette Kinard

UFT CHAPTER LEADER: Felicia Turner

PARENTS' ASSOCIATION PRESIDENT: Patricia Baker (Acting)

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** CFN #3

NETWORK LEADER: Lucias Young

SUPERINTENDENT: Isabel DiMola

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Joelene-Lynette Kinard	*Principal or Designee	
Felicia Turner	*UFT Chapter Chairperson or Designee	
Patricia Baker (Acting)	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Elaine Bess	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
C. Denise Lambert	Member/CSA Member/Chairperson	
Crystal McClaurin	Member/Parent	
Gloria Bonilla	Member/Parent	
Veronica Melendez	Member/Parent	
Jessica Santana	Member/Parent	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

We have been rated an "A" school for the third consecutive year. We are currently NCLB Restructured – Year 3 Comprehensive for elementary level ELA. Our vision and mission statements are:

Vision

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

Mission

The mission of The Shirley Tanyhill School (PS/IS 288) is to provide a quality education which cultivates the academic strengths and creative talents of all students, including English Language Learners, Special Education students, and high achieving students. Our expectation is for students to demonstrate an attitude toward excellence, where learning is the number one priority and academic achievement is celebrated.

Our three-year magnet grant has been extended for the 2010-2011 school year. Our theme is Performing and Visual Arts which will provide our students with a multicultural, discipline-based arts approach offering varied visual and performing arts opportunities. The arts will continue to be infused throughout our instructional program, enabling students to use their newly enhanced skills to improve their academic performance across the content areas. Incorporating the arts encourages creating, improvising, composing, performing, interpreting, discussing, writing and thinking about, reporting and valuing works of arts, and will thereby enrich their learning experiences, offering a curriculum rich with real-world connections and multiple perspectives that challenge students to make good judgments, solve problems and explore, express and appreciate their uniqueness.

Under our restructuring plan, we had three assistant principals and formed three learning communities to create smaller and more efficient academic environments for Grades Pre-K – 2; Grades 3 – 5; and Grades 6 – 8. English Language Learners (ELLs) and Students with Disabilities are integrated into each of the three communities. However, we have added a fourth assistant principal for special education and data/operations. The assistant principals have each been assigned to a community as instructional leaders, focusing on a smaller number of students. These instructional leaders also assist the principal in maintaining the high standards set for teaching and learning throughout the school as a collective unit, whereby teachers are willing to work with and learn from their colleagues,

collaboratively plan curricula and lessons, review student work and progress, and share best practices through inter and intra-visitations and grade level conferences. The school's effectiveness has been enhanced by the implementation and organization of small learning communities

Our School Assessment Team ("SAT") works in conjunction with our Instructional Team to provide Academic Intervention Services to students "at risk". Our students with Individualized Education Plans (IEPs) receive the full continuum of services including Special Education Teacher Support Services (SETSS), instruction in self-contained classes, and related services such as speech and language, counseling, adaptive physical education, occupational therapy and physical therapy. There were one hundred thirty-eight special education students which was 26.2% of our total population. We have decertified 5.1% of our special education population and returned them to general education classes as of April 30, 2009.

We have also implemented the following:

- The continuation of approximately ninety – one hundred twenty minutes per day throughout the grades for instruction in literacy and mathematics
- Literacy clusters and a Math Coordinator who assist teachers with lesson plans, curriculum writing, and modeling of lessons
- The literature component has been added to our early childhood Open Court Phonics program in grades K-2 and the reading series, Scott Foresman Reading Street, are incorporated into the balanced literacy model in grades 3-5. Grades 6-8 are incorporating the balanced literacy model and use the Pearson Language Arts & Literature. We will continue with these reading programs this school year.
- The MacMillan McGraw Hill Math program used in Grades 3-5 and the McDougal & Little series (Courses 2, 3 and Pre-Algebra) being used in Grades 6-8 will also continue this school year. Grades K-2 will continue with the *Everyday Math* program.
- An assistant principal (instructional leader) supervises each learning community
- Middle school classrooms will continue to be self-contained so that a more nurturing environment can be maintained.
- At present we have the following Teacher Teams: Math, Literacy, and Writing. During this school year, we will establish two additional teams: Magnet and Early Intervention.

Some of the unique qualities and strengths of the PS/IS 288 school community include:

- We are the only school in District 21 with the WeatherBug
- We will continue violin classes for select classes, including students with disabilities.
- We have a state-of-the-art science demonstration lab for grades 4 and 8
- New desks and chairs have been purchased for our Pre-Kindergarten and Kindergarten classrooms.
- A newly constructed additional state-of-the-art full science junior high school lab is now complete and being utilized this school year
- Every classroom is wired for on-line computer use
- The Ambassador Club greets visitors when we host conferences.
- We house HeartShare intervention services for families
- We have four academic after school programs for our students: HeartShare/Beacon will provide an after school program for grades 4-8; Innovative Education will provide one-on-one tutoring in the home, and an academic program at the school) for all grades; a 21st Century Community Learning Center grant will provide the Brooklyn Empowerment Neighborhood Initiative for a marching band and the Leadership

Program which provides parent workshops); and an ESL after school program for grades 1-8.

- We have a full-time social worker and a full-time psychologist who work with families and students. An additional school psychologist has been assigned to our school one day per week.
- In June 2006, we were recognized as one of the Region 7 schools with the most improved attendance.
- Low Register Classes – PS/IS 288 will continue to provide low register classes on grades kindergarten through grade five. Students who scored a level one on State standardized and ELA tests; who are holdovers; scored below level in ECLAS-2, and were identified most “at risk” by their teachers, will be included in these classes. These classes will contain approximately twenty students. We will provide intensive academic instruction, based on the analysis of test scores, student portfolios, and teacher-generated tests. Teachers in these classes will keep detailed records of students’ progress and differentiate instruction in all subject areas.

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 288 The Shirley Tanyhill School			
District:	21	DBN #:	21K288	School BEDS Code: 332100010288

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	35	36		88.1	90.2	TBD		
Kindergarten	50	50	55						
Grade 1	70	57	81	Student Stability: % of Enrollment					
Grade 2	49	56	41	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	71	59	46		86.8	88.8	TBD		
Grade 4	72	72	59						
Grade 5	63	70	64	Poverty Rate: % of Enrollment					
Grade 6	53	65	61	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	52	47	61		86.8	86.8	94.8		
Grade 8	35	52	44						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		26	29	TBD		
Grade 12	0	0	0						
Ungraded	2	0	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	552	563	549		5	2	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	61	87	80						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	14	16	8	Principal Suspensions	18	26	TBD
Number all others	33	37	26	Superintendent Suspensions	7	9	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	57	64	50	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	6	15	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	50	52	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	15	18	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	12	9	TBD
	0	0	TBD				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	1.1	1.2	0.7	Percent more than two years teaching in this school	74.0	73.1	TBD
Black or African American	48.9	52.2	53.6	Percent more than five years teaching anywhere	54.0	57.7	TBD
Hispanic or Latino	43.7	40.3	37.0				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.2	1.8	Percent Masters Degree or higher	80.0	79.0	TBD
White	4.9	5.0	6.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.1	88.9	TBD
Multi-racial							
Male	50.7	50.3	51.5				
Female	49.3	49.7	48.5				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input 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:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			X
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	No		
	Math:	Yes	Math:	
	Science:	Yes	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native	n/a	n/a	n/a				
Black or African American	Yes	Yes					
Hispanic or Latino	No	Yes					
Asian or Native Hawaiian/Other Pacific Islander	n/a	n/a					
White	n/a	n/a					
Multiracial							
Other Groups							
Students with Disabilities	Yes sh	Yes					
Limited English Proficient	No	Yes					
Economically Disadvantaged	No	Yes					
Student groups making AYP in each subject	2	6	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	80.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

SUMMARY DATA (2007-2009)

	Total Number Tested	ALL TESTED STUDENTS							
		Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
<u>NYS ELA-Gr. 3</u>									
NYS-2007	78	25	32.1	27	34.6	24	30.8	2	2.6
NYS-2008	75	22	29.3	24	32.0	27	36.0	2	2.7
NYS-2009	57	7	12.3	27	47.4	21	36.8	2	3.5
<u>NYS ELA-Gr. 4</u>									
NYS-2007	64	18	28.1	30	46.9	16	25.0	0	0.0
NYS-2008	71	15	21.1	31	43.7	25	32.2	0	0.0
NYS-2009	67	15	22.4	25	37.3	27	40.3	0	0.0
<u>NYS ELA-Gr. 5</u>									
NYS-2007	65	12	18.5	32	49.2	32	48.5	0	0.0
NYS-2008	66	4	6.1	30	45.5	15	39.5	0	0.0
NYS-2009	69	3	4.3	35	50.7	30	43.5	1	1.4
<u>NYS Math-Gr. 3</u>									
NYS-2007	72	13	18.1	15	20.8	40	55.6	4	5.6
NYS-2008	78	8	10.3	14	17.9	47	60.3	9	11.5
NYS-2009	77	4	5.2	18	23.4	49	63.6	6	7.8
<u>NYS Math-Gr. 4</u>									
NYS-2007	65	8	12.3	20	30.8	32	49.2	5	7.7
NYS-2008	70	9	12.9	15	21.4	37	52.9	9	12.9
NYS-2009	69	6	8.7	14	20.3	43	62.3	6	8.7

<u>NYS Math-Gr. 5</u>									
NYS-2007	63	8	12.7	16	25.4	35	55.6	4	6.3
NYS-2008	66	3	4.6	29	43.9	32	48.5	2	3.0
NYS-2009	76	1	1.3	19	25.0	46	60.5	10	13.2

	Total Number Tested	ALL TESTED STUDENTS							
		Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
<u>NYS ELA-Gr. 6</u>									
NYS-2007	47	2	4.3	39	83.0	6	12.8	0	0.0
NYS-2008	56	4	7.1	40	71.4	12	21.4	0	0.0
NYS-2009	62	0	0.0	27	43.5	35	56.5	0	0.0
<u>NYS ELA-Gr. 7</u>									
NYS-2007	37	3	8.1	19	51.4	15	40.5	0	0.0
NYS-2008	51	1	2.0	28	54.9	22	43.1	0	0.0
NYS-2009	43	0	0.0	27	62.8	16	37.2	0	0.0
<u>NYS ELA-Gr. 8</u>									
NYS-2007	58	8	13.8	38	65.5	12	20.7	0	0.0
NYS-2008	66	3	4.5	49	74.2	14	21.2	0	0.0
NYS-2009	34	0	0.0	19	55.9	15	44.1	0	0.0
<u>NYS Math-Gr. 6</u>									
NYS-2007	48	10	20.8	17	35.4	21	43.8	0	0.0
NYS-2008	52	10	19.2	15	28.8	43	66.2	4	6.2
NYS-2009	65	2	3.1	16	24.6	25	33.8	1	1.4
<u>NYS Math-Gr. 7</u>									
NYS-2007	37	0	0.0	9	24.3	24	64.9	4	10.8
NYS-2008	50	4	8.0	10	20.0	30	60.0	6	12.0
NYS-2009	41	2	4.9	11	26.8	28	68.3	0	0.0
<u>NYS Math-Gr. 8</u>									
NYS-2007	65	9	13.8	25	38.5	29	44.6	2	3.1
NYS-2008	34	0	0.0	8	23.5	22	64.7	4	11.8
NYS-2009	48	3	6.3	9	18.8	31	64.6	5	10.4

An analysis of the ELA scores from 2007-2009 shows a **decrease** of Level 1 students in all grades:

Grade	Percentage of Decrease of Level 1 Students
3	19.8
4	5.7
5	14.2
6	4.3
7	8.1
8	13.8

Levels 2-4 show:

Grade	Percentage of Increase of Level 2 Students	Percentage of Decrease of Level 2 Students
3	12.8	
5	1.5	
7	11.5	
4		9.6
6		39.5
8		9.2

Grade 3 - Special Education Students

Year	Level 1	Level 2	Level 3	Level 4
2007	58.3	33.3	8.3	0.0
2008	55.0	40.0	5.0	0.0
2009	0.0	0.0	0.0	0.0

No Tested Students in Grade 3 in 2009.

Level 1 – Decrease of 3.3

Level 2 – Increase of 6.7

Level 3 – Decrease of 3.3

Level 4 – No change

Grade 4 – Special Education Students

Year	Level 1	Level 2	Level 3	Level 4
2007	60.0	40.0	0.0	0.0
2008	43.8	43.8	12.5	0.0
2009	64.7	23.5	11.8	0.0

Level 1 – Increase of 4.7

Level 2 – Decrease of 16.5

Level 3 – Decrease of 0.7

Level 4 – No change

Grade 5 – Special Education Students

Year	Level 1	Level 2	Level 3	Level 4
2007	63.6	27.3	9.1	0.0
2008	11.8	52.9	35.3	0.0
2009	14.3	64.3	21.4	0.0

Level 1 – Decrease of 49.3

Level 2 – Increase of 37.0

Level 3 – Increase of 12.3

Level 4 – No change

Grade 6 – Special Education Students

Year	Level 1	Level 2	Level 3	Level 4
2007	11.8	76.5	11.8	0.0
2008	19.0	81.0	0.0	0.0
2009	0.0	54.2	45.8	0.0

Level 1 – Increase of 7.2

Level 2 – Decrease of 22.3

Level 3 – Increase of 34.0

Level 4 – No change

Grade 7 – Special Education Students

Year	Level 1	Level 2	Level 3	Level 4
2007	0.0	0.0	0.0	0.0
2008	5.3	68.4	26.3	0.0
2009	0.0	70.8	29.2	0.0

Level 1 – Decrease of 5.3, eliminating level 1 students

Level 2 – Increase of 2.4

Level 3 – Increase of 2.9

Level 4 – No change

Grade 8 – Special Education Students

Year	Level 1	Level 2	Level 3	Level 4
2007	27.3	63.6	9.1	0.0
2008	0.0	0.0	0.0	0.0
2009	6.3	87.5	6.3	0.0

No Tested Students in 2008 in Grade 8.

A further analysis of the 2009 data shows that many Level 2 students were only a few questions short of reaching Level 3. Specifically, those three questions from Level 3 were as follows:

High Level 2 Students (3 Questions from Level 3)

Grade 2009	Total	<u>Ethnicities</u>				ELL	IEP	ELL & IEP
		Black	Hispanic	White	A/P.I.			
3	0							
4	12	5	6	0	1	2	1	0
5	8	2	5	1	0	1	0	0
6	14	12	2	0	0	0	5	0
7	8	4	3	1	0	1	3	1
8	9	7	2	0	0	0	4	0

We have been identified as NCLB Restructured – Year 2 Comprehensive for elementary level ELA. In 2009 23 eliminated all Grade 6, 7 and 8 Level 1s in ELA. Many of our grade 4 and 5 students were three questions from becoming Level 3s.

In addition to eliminating our remaining Level 1 students, there is a need to push our Level 2 students to Levels 3 and 4 and to push our Level 3 students to Level 4.

New York State English as a Second Language Achievement Test (NYSESLAT)
2008

	Number Tested	Beginning	Intermediate	Advanced	Proficient
Listening and Speaking (Grades K-1)					
All Students	7	3	0	3	1
Special Education	0	0	0	0	0
Reading and Writing (Grades K-1)					
All Students	7	3	0	3	1
Special Education	0	0	0	0	0
Listening and Speaking (Grades 2-4)					
All Students	17	2	5	6	4
Special Education	4	2	2	0	0
Reading and Writing (Grades 2-4)					
All Students	15	1	6	5	3
Special Education	6	1	2	3	0
Listening and					

Speaking (Grades 5-6)					
All Students	15	2	6	4	3
Special Education	6	2	1	3	0
Reading and Writing (Grades 5-6)					
All Students	15	2	6	4	3
Special Education	6	2	1	3	0
Listening and Speaking (Grades 7-8)					
All Students	5	0	0	3	2
Special Education	4	1	3	0	0
Reading and Writing (Grades 7-8)					
All Students	5	0	2	1	2
Special Education	4	1	3	0	0
Listening and Speaking (Total)					
All Students	44	6	11	17	1
Special Education	14	4	7	3	5
Reading and Writing (Total)					
All Students	44	7	13	14	0
Special Education	14	5	6	3	0

Eleven of our students tested out of the ESL program.

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.

1. During the 2010-11 school year, all students, including students in all subgroups and Students with Disabilities and English Language Learners in Grades K-8 will improve their reading comprehension skills by 2.5% as measured by the Developmental Reading Assessment ("DRA"), ECLAS-2, Acuity, New York State standardized tests and standards-based rubrics.
2. During the 2010-11 school year, all students, including students in all subgroups and Students with Disabilities and English Language Learners in Grades K-8 will improve their writing skills as outlined in the New York State Standards by 2.5% as measured by the Developmental Reading Assessment ("DRA"), ECLAS-2, Acuity, New York State standardized tests and standards-based rubrics.
3. During the 2010-11 school year, all students, including Hispanic or Latino, Students with Disabilities, Limited English Proficient and Economically Disadvantaged) for which the school has been identified for improvement under NCLB/SED (Restructuring Year 2 Comprehensive, ELA) there will be a 3.5% increase from Level 2 to Level 3 to meet or exceed Safe Harbor on the New York State ELA test.

PS/IS 288 did not make AYP in Language Arts for all students (Hispanic or Latino, Students with Disabilities, Limited English Proficient and Economically Disadvantaged) for which the school has been identified for improvement under NCLB/SED. Utilizing the assessment instruments stated, differentiated instruction and flexible grouping, each individual student will have every opportunity to improve their language arts skills.

4. During the 2010-11 school year, all students, including students in all subgroups and Students with Disabilities and English Language Learners in Grades K-8 will improve their math problem-solving skills by 2.5% as measured by New York State standardized tests, Acuity and standards-based rubrics.
5. During the 2010-11 school year, all students, including students in all subgroups and Students with Disabilities and English Language Learners in Grades K-8 will improve their math concepts and estimation skills by 2.5% as measured by New York State standardized tests, Acuity and standards-based rubrics.

PS/IS 288 will continue to emphasize the literacy skills necessary to attain higher order thinking for problem solving, math concepts and estimation skills. Students will be shown how to apply and adopt various strategies and how to develop and evaluate mathematical arguments and proofs.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-11 school year, all students, including students in all subgroups and Students with Disabilities and English Language Learners in Grades K-8 will improve their reading comprehension skills by 2.5% as measured by the Developmental Reading Assessment (“DRA”), ECLAS-2, Acuity, Common Core State Standards, standardized tests and standards-based rubrics.</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>Beginning September 2010 through June 2011, all students in Grades K-8 through our 120-minute literacy block, will be provided with a comprehensive literacy approach which includes Common Core State Standards. Our students will be provided with read-alouds, shared, guided and independent reading activities, accountable talk and teacher-student reading conferences utilizing the Balanced Literacy model. Grades K-2 will have an emphasis in Open Court phonics during the Word Work component of the Balanced Literacy model. Students will continue to log their readings specific to their achievement of the reading standard requiring the completion of 25 books per year. Fiction, non-fiction, poetry and our magnet theme including drama, music and art will be incorporated into the curriculum in all classrooms. The use of our classroom leveled libraries will assist our teachers in differentiated instruction. ECLAS-2, the DRA assessment, ACUITY, New York Start and ARIS will guide differentiated instruction.</p> <p>All classes will also participate in:</p> <ul style="list-style-type: none"> • The Principal’s Book of the Month where teachers in every class read aloud a pre-selected book to their students and complete grade appropriate activities related to that book • Students maintaining Readers and Writers journals and folders • Writing centers in every classroom

- Leveled libraries in every classroom

The following is also maintained:

- Administrators conduct focused walk-throughs of all classrooms in specific areas (e.g., teachers' conference notes; looking at student work; lesson plans) and speak with students regarding their work in class

We will provide high-quality ongoing professional development for teachers, principals and other staff members which include but are not limited to:

- A balanced approach to assessment that utilizes multiple forms of assessment (portfolios, performance tasks, multiple choice and extended written response items), teacher observations and conferences with students during the Readers and Writers Workshops.
- Assessing students' work
- Using data to drive instruction
- Administration of the DRA, ECLAS-2 and other assessments
- Reading strategies designed to make sure students develop proficient reading and writing skills in different genres as outlined in the Common Core State Standards including oral language, the recognition of letters, phonemic awareness, decoding skills, comprehension, writing, spelling and grammar.

Recognizing parent involvement as a critical component to academic success:

- We encourage parents to take advantage of the night center and other activities the Beacon HeartShare has to offer, including parent GED and ESL classes.
- We hold Unity Banquets, serving dinner to parents and their families, and discuss with them the opportunities and activities that are going on at the school building.
- Our parent coordinator is available to meet with parents, provide resources and offers workshops of interest to the parents. He is also very instrumental in enrolling our students in the after school programs.
- We will continue to offer parent workshops. Topics will include data interpretation and strategies for helping their children at home.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I C4E ESL and Part 154 LEP Tax Levy</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>The ECLAS-2 and DRA administered in the fall and spring, four periodic Acuity assessments, standardized tests, teacher-made tests, conferences with students, and standards-based rubrics will be indicators of progress. There is an expected improvement of at least 0.625% on each of the 4 periodic Acuity assessments given during the 2010-2011 school year.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-11 school year, all students, including students in all subgroups and Students with Disabilities and English Language Learners in Grades K-8 will improve their writing skills as outlined in the Common Core State Standards by 2.5% as measured by the Developmental Reading Assessment (“DRA”), ECLAS-2, Acuity, New York State standardized tests and standards-based rubrics.</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>Beginning in September 2010 through June 2011, all students in Grades K-8 through our 120-minute literacy block, will be provided a comprehensive literacy approach which includes phonics, literature and the Common Core State standards. Our students will be provided with read-alouds, shared, guided and independent writing activities, accountable talk and teacher-student writing conferences in each genre outlined in the Common Core State Standards (personal narratives, biographies, narrative procedures, responses to literature, poetry and reports of information).</p> <p>All classes will also participate in:</p> <ul style="list-style-type: none"> • The Principal’s Book of the Month where teachers in every class read aloud a pre-selected book to their students and complete grade appropriate activities related to that book, including writing • Students maintain Readers and Writers journals and folders • Writing centers in every classroom • Leveled libraries in every classroom

The following is also maintained:

- Administrators conduct focused walk-throughs of all classrooms in specific areas (e.g., teachers' conference notes; looking at student work; lesson plans) and speak with students regarding their work in class

We will provide high-quality and ongoing professional development for teachers, principals and other staff members which include but are not limited to:

- A balanced approach to assessment that utilizes multiple forms of assessment (portfolios, performance tasks, multiple choice and extended written response items), teacher observations and conferences with students during the Readers and Writers Workshops.
- Assessing students' work
- Using data to drive instruction
- Administration of the DRA, ECLAS-2 and other assessments
- Reading strategies designed to make sure students develop proficient reading and writing skills in different genres as outlined in the NYS Standards including oral language, the recognition of letters, phonemic awareness, decoding skills, comprehension, writing, spelling and grammar.
- Technology workshops so that they can utilize the ARIS system and other assessment data on line. Our Inquiry Team will also continue to work together to combine ideas on effective planning for teachers and different ways to access learning, in developing curricula and instructional materials and assessing teachers' needs for professional development.
- Continuance of intervisitations
- Strategies to use in daily practice of students writing in the genres outlined in the Common Core State Standards

Recognizing parent involvement as a critical component to academic success:

- We encourage parents to take advantage of the night center and other activities the Beacon HeartShare has to offer, including parent GED and ESL classes.
- We hold Unity Banquets, serving dinner to parents and their families, and discuss with them the opportunities and activities that are going on at the school building.
- Our parent coordinator is available to meet with parents, provide resources and offers

	<p>workshops of interest to the parents. He is also very instrumental in enrolling our students in the after school programs.</p> <ul style="list-style-type: none"> • We will continue to offer parent workshops. Topics will include data interpretation and strategies for helping their children at home.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding Sources:</p> <p>Title I C4E ESL and Part 154 LEP Tax Levy</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>The ECLAS-2 and DRA administered in the fall and spring, four periodic Acuity assessments, standardized tests, teacher-made tests, conferences with students, and standards-based rubrics will be indicators of progress. There is an expected improvement of at least 0.625% on each of the 4 periodic Acuity assessments given during the 2010-2011 school year.</p>

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Subject/Area (where relevant): English Language Arts

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<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>Beginning in September 2010 through June 2011, all students in Grades K-8 through our 120-minute literacy block, will be provided a comprehensive literacy approach which includes phonics, literature and the Common Core State standards. Our students will be provided with read-alouds, shared, guided and independent writing activities, accountable talk and teacher-student writing conferences in each genre outlined in the Common Core State Standards (personal narratives, biographies, narrative procedures, responses to literature, poetry and reports of information).</p> <p>All classes will also participate in:</p> <ul style="list-style-type: none"> • The Principal’s Book of the Month where teachers in every class read aloud a pre-selected book to their students and complete grade appropriate activities related to that book, including writing • Students maintain Readers and Writers journals and folders • Writing centers in every classroom • Leveled libraries in every classroom <p>The following is also maintained:</p> <ul style="list-style-type: none"> • Administrators conduct focused walk-throughs of all classrooms in specific areas (e.g.,

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Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2010-11 school year, all students, including students in all subgroups and Students with Disabilities and English Language Learners in Grades K-8 will improve their math problem-solving skills by 2.5% as measured by New York State standardized tests, Acuity and standards-based rubrics.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Beginning September 2010 through June 2011, all students in Grades K-2, in order to meet our goals and strategic objectives will continue our early childhood program of a daily 90-minute mathematics block in the Balanced Workshop model to establish a strong foundation for our emergent mathematicians. K-2 students will be encouraged to organize their mathematical thinking through verbal communication and social interaction. Implementation of graphic organizers as a learning tool will continue. An emphasis will be on interactive endeavors that promote divergent thinking within a classroom. Teachers will create and present problems similar to real life situations while focusing on our diverse population. Teachers will provide individual on-going assessments based on data retrieved from Math Indicators, classroom assessment tools and teacher observation in order to create differentiated instructional strategies. Employing these and other techniques will provide a rich classroom experience and an effective way to enhance the learning of mathematics for all our early childhood students.</p> <p>In Grades 3-8, to meet our goals and strategic objectives, we will continue our 75-minute math block. Using Math Indicators, Grow Reports, and teacher assessments, the teachers will align their curriculum to create differentiated instruction. Both during and after school hours, we will continue to emphasize the literacy skills necessary to reach higher order thinking for problem solving in math. Each classroom has its own math center in place. To foster mathematics teaching and high student achievement, adequate resources for classroom instruction should be</p>

	<p>made available to all students to promote high achievement. Students will use manipulatives, calculators, and computers for a rich variety of investigations. All students will be shown how to apply and adopt various strategies in solving problems and how to develop and evaluate their mathematical arguments and proofs. When presenting their ideas to peers, teachers and others during accountable talk, our students will be encouraged to organize their mathematical thinking through verbal and/or written communication. They will also be asked to analyze and evaluate strategies presented by others and will be called upon to apply their knowledge to interdisciplinary projects. Teachers will create and present problems similar to those shown in the NYC New Performance Standards (test sophistication) that will help achieve our strategic objectives. Teachers will provide individual on-going assessment to increase math skills for proficiency. Math instruction will be presented in a workshop model when appropriate. Small group instruction will be provided to our targeted students so as to move them from Level 2 into Level 3.</p> <p>Our Math coordinator will continue to provide on-site professional development, including modeling of lessons to classroom teachers. Our magnet resource teachers will also incorporate math into the arts curriculum.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding Sources:</p> <p>Title I C4E ESL and Part 154 LEP Tax Levy</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>There will be an improvement of at least 0.625% on each of the four periodic Acuity assessments for all students during the 2010/11 school year. Student Math journals, standardized and teacher-made tests will also be indicators of progress.</p>

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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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-11 school year, all students, including students in all subgroups and Students with Disabilities and English Language Learners in Grades K-8 will improve their math concepts and estimation skills by 2.5% as measured by New York State standardized tests, Acuity and standards-based rubrics.</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>Beginning September 2010 through June 2011, all students in Grades K-2, in order to meet our goals and strategic objectives will continue our early childhood program of a daily 90-minute mathematics block in the Balanced Workshop model to establish a strong foundation for our emergent mathematicians. K-2 students will be encouraged to organize their mathematical thinking through verbal communication and social interaction. Implementation of graphic organizers as a learning tool will continue. An emphasis will be on interactive endeavors that promote divergent thinking within a classroom. Teachers will create and present problems similar to real life situations while focusing on our diverse population. Teachers will provide individual on-going assessments based on data retrieved from Math Indicators, classroom assessment tools and teacher observation in order to create differentiated instructional strategies. Employing these and other techniques will provide a rich classroom experience and an effective way to enhance the learning of mathematics for all our early childhood students.</p> <p>In Grades 3-8, to meet our goals and strategic objectives, we will continue our 75-minute math block. Using Math Indicators, Grow Reports, and teacher assessments, the teachers will align their curriculum to create differentiated instruction. Both during and after school hours, we will continue to emphasize the literacy skills necessary to reach higher order thinking for problem solving in math. Each classroom has its own math center in place. To foster mathematics teaching and high student achievement, adequate resources for classroom instruction should be</p>

	<p>made available to all students to promote high achievement. Students will use manipulatives, calculators, and computers for a rich variety of investigations. All students will be shown how to apply and adopt various strategies in solving problems and how to develop and evaluate their mathematical arguments and proofs. When presenting their ideas to peers, teachers and others during accountable talk, our students will be encouraged to organize their mathematical thinking through verbal and/or written communication. They will also be asked to analyze and evaluate strategies presented by others and will be called upon to apply their knowledge to interdisciplinary projects. Teachers will create and present problems similar to those shown in the NYC New Performance Standards (test sophistication) that will help achieve our strategic objectives. Teachers will provide individual on-going assessment to increase math skills for proficiency. Math instruction will be presented in a workshop model. Small group instruction will be provided to our targeted students so as to move them from Level 1 into Level 2 and ultimately Level 3. Our Math coordinator will continue to provide on-site professional development, including modeling of lessons.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding Sources:</p> <p>Title I C4E ESL and Part 154 LEP Tax Levy</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>There will be an improvement of at least 0.625% on each of the four periodic Acuity assessments for all students during the 2010/11 school year. Student Math journals, standardized and teacher-made tests will also be indicators of progress.</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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	60	60	N/A	N/A	3	1	3	3
1	60	55	N/A	N/A	2	2	1	1
2	44	48	N/A	N/A	6	3	1	2
3	32	35	N/A	N/A	1	1	1	1
4	27	26	15	12	1	1	1	2
5	21	23	5	5	2	2	2	1
6	28	25	3	4	1	1	1	2
7	18	26	6	6	1	2	2	1
8	29	32	10	7	2	1	1	1
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Classroom teachers in grades K-2 utilize the Open Court Reading program (phonics and literature) which provides them with skills to hear, read and write phonemic sounds; and to blend and decode sounds to form words and sentences. The services are provided during the 37 ½ minutes; during the school day; and after school.
Mathematics:	Classroom teachers differentiate math instruction and group students according to need. Extra assistance is also offered, during the 37 ½ minutes and after school
Science:	Our science teacher provides additional instruction with small groups before, during and after school hours. Additional instruction includes literature in the content area of science.
Social Studies:	Social Studies instruction is conducted in the inquiry-based learning workshop model before, during and after school, and supports the integration of writing across the curriculum
At-risk Services Provided by the Guidance Counselor:	Our guidance counselor services students on a one-to-one basis and in small groups counseling mandated and “at risk” students. Mandated students are serviced in accordance with IEPs and “at risk” students are serviced 1-2 times per week during school hours or as required.
At-risk Services Provided by the School Psychologist:	One-to-one evaluations, classroom observations and/or counseling are provided during school hours.
At-risk Services Provided by the Social Worker:	One-to-one and family counseling services are provided during school hours
At-risk Health-related Services:	Whole class and small group sessions are provided as required.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K – 8 Number of Students to be Served: 47 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

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.

There are 47 ESL students in grades K-8, comprising % of the school population. Sixteen of these ESL students are in self-contained special education classes and receive services in accordance with the mandates of their Individualized Education Plans. There are four Beginning/Intermediate groups who receive 360 minutes of ESL instruction per week (8 periods). The Advanced group (grades 5-7) receive 180 minutes of ESL instruction per week (4 periods). In accordance with Part 154 of the Commissioner's Regulations, all Advanced ELLs receive 180 minutes of ELA instruction per week. All five groups are formed either heterogeneously or homogeneously in order to meet all ELL needs. Our students are serviced by a fully certified ESL teacher.

For ELLs that have been in US schools less than 3 years, the instructional plan includes:

- Acculturation
- Lowering students' "affective filter"
- Activating students' prior knowledge
- Providing small-group instruction
- Differentiated instruction
- Constant modeling and repetition
- Creating cooperative learning groups with bilingual peer helpers
- Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games
- Simplifying the language of instruction (e.g. in the very beginning asking questions requiring a yes/no or one word answer and encouraging students to show/point/draw; then developing their vocabulary and all four language skills (speaking, listening, reading and writing))
- Developing BICS and simplified CALP
- Employing NLA lesson components to make content comprehensible (e.g. reading bilingual books and literature describing students' culture and history)
- Incorporating choral reading and Read-Alouds into every lesson
- Using bilingual picture dictionaries
- Incorporating more reading and writing with every lesson
- Performing various formal and informal assessments (Running Records, teacher-student conferences)
- Simple test-taking skills and terminology

For ELLs receiving service for 4-6 years, the instructional plan includes:

- Small group instruction
- Differentiated instruction
- Grouping students homogeneously and heterogeneously
- Constant modeling and scaffolding
- Encouraging students to use English in different forms such as describing, retelling, comparing, contrasting, summarizing verbally and in a

written form

- Creating comprehensible input using graphic organizers, charts, diagrams, posters, television and radio
- Asking inferential and higher order thinking questions
- Introducing and developing figurative language
- Focusing on developing students' CALP and BICS
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
- Teaching note-taking
- Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences, final projects, etc.)
- Various test-taking skills and terminology

For long-term ELLS (6 years and longer), the instructional plan includes:

- Small group instruction
- Differentiated instruction
- Modeling
- Using every opportunity to transfer students' literacy skills from L1 to L2
- Focusing on developing CALP rather than on the development of BICS but at the same time, providing continuous language support to access content
- Scaffolding (especially in ELLs' weak areas such as writing)
- Working with a variety of texts in order to provoke discussions or model some writing styles
- Guided Writing, employing various contents and structures
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
- Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences, final projects, etc.)
- Various test-taking skills and terminology

For ELLS identified as Students with Special Needs, the instructional program includes:

- Co-teaching of ESL and Special Education classroom teachers
- Small group instruction
- Employing teaching based on different learning styles
- Differentiated instruction
- Scaffolding

- Constant modeling and repetition
- Activating the students' prior knowledge
- BICS and CALP development
- Providing modified ESL instruction and specialized teaching strategies to account for the student's disability (organizing one-on-one ESL sessions, motivating and encouraging students, providing more practice, etc.)
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
- Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences)
- Various test-taking skills and terminology

For SIFE ELLs, the instructional plan includes:

- Co-teaching of ESL and Special Education classroom teachers
- Flexible curriculum
- Smaller group instruction
- Intensive development of BICS and CALP
- Differentiated instruction
- Modeling and repetition
- Scaffolding
- Promoting motivation and engagement for effective learning
- Sheltered content instructions
- Content-based ESL instruction
- Creating cooperative learning groups (with bilingual peer helpers if needed)
- Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games, graphic organizers, multimedia
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
- Using age appropriate and culturally appropriate materials during lessons
- Constant monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences, etc.)
- Various test-taking skills and terminology

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.

Section III. Title III Budget

School: PS/IS 288 BEDS Code: 332100010288

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	\$14,970.00	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) 300 hours for ESL teacher to support ELLs during an afterschool program operating Tuesdays and Thursdays from 3-5 pm 300 X \$49.89 = \$14,970.00
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$30.00	Materials and supplies
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		\$15,000.00

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

A review of the 2009 New York State English as a Second Language Achievement Test (NYSESLAT) scores show that our ELL students scored higher in Listening and Speaking and that they have difficulty with the Reading and Writing sections of the exam. A review of the latest NYS standardized tests indicates that most of our ELLs scored at Levels 1 and 2 in ELA, math and other content areas. Initial contact with parents of newly enrolled targeted ELL students occur via the Parent Orientation meeting which is held in the fall and periodically thereafter. Information and requirements in their native language is provided regarding the ELL Mandated Program. Our parent coordinator is available to meet ELL parents and supply materials and resources whenever needed. Parents of ELLs are encouraged to participate in the school's Parent Teachers Association.

Parents are provided with appropriate and timely information by officers of the PTA, many of whom are bilingual, as well as bilingual paraprofessionals, and other school staff. Written communications are transcribed on the computer and edited by these individuals.

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.

To date, there have been no major difficulties providing parents with written translation and interpretation needs.

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.

Parents are provided with appropriate and timely information by officers of the PTA, many of whom are bilingual, as well as bilingual paraprofessionals, and other school staff. Written communications are transcribed on the computer and edited by these individuals. To date all translation services have been done with in-house school staff and/or parent volunteers.

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

Oral interpretation services will be provided during parent meetings, parent-teacher conferences, etc. They will be provided by in-house school staff.

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>.

Signs are prominently posted at all exits in the eight required languages informing parents that translation and interpretation services are available. All communications from our school are sent home in both English and Spanish (our ELL population's dominant language).

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$526,989.00	\$106,345.00	\$633,334.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,795.00	1,067.00	\$6,862.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	26,350.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	67,778.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 89.9%

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.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

See attached.

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

See attached.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See pages 12-17.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o 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.

In order to further improve student achievement, the following strategies have and will continue to be implemented:

- *Innovative Education* provides our SES after school program. We also have the 21 Century Learning Community Grant whereby the *Brooklyn Empowerment Neighborhood Initiative* offers an after school program. The Beacon HeartShare After School Program is also offered at our school.
- A full-time ESL teacher servicing ELL students in Grades K-8
- A SETTS teacher who works with mandated students in an 8:1 setting using the *Wilson Reading System*
- An ESL after school program is also operating two times per week from 3:00 – 5:00 p.m.
- The 37.5 extended day (Mondays – Thursdays) provide tutoring to mandated students in literacy and math.

The full-time Math Coordinator supports the math programs.

In addition, The Achievement Reporting and Innovation System (ARIS) has been implemented. All students in Grades K-3 will be assessed two times per year with ECLAS-2 and E-PAL in grades 2 and 3. All students in grades 4-8 (and those testing out of ECLAS-2 by grade 3) will be assessed with the DRA and Acuity four times per school year.

Our reading programs, The Open Court Reading Program for grades K-2, Reading Street for Grades 3-5 and Language Arts & Literature in grades 6-8 offer a comprehensive program, including grammar and spelling skills. Specific language usage is taught within the writing process with focus on students' application of skill. Supporting mini-lessons are provided after teacher assessment of students' writing skills. Writing instruction is integrated within the reading program with a focus on the writing process. Teachers utilize ELA standards to drive instruction and assessment. Teachers utilize the following strategies to develop writing skills: analysis of text structure, models of writing to develop writer's craft, modeling of the writing process, frequent opportunities to write in both limited and extended format, specific strategies for elaboration, strategies for proofreading and revising, use of peer revision checklist, teacher scaffolds of lessons for supporting writing, personal journals, and free writes.

Reading and writing strategies are utilized during Science, Social Studies, Mathematics and Art instruction. Integrated tasks are used to measure a variety of indicators from content areas.

In the 2010/2011 school year, it is expected that students will continue to demonstrate knowledge of content indicators using the processes of problem solving, communication, reasoning, and connections in mathematics. Teachers and students will follow a master schedule that will support the mandated requirement of a minimum of 75 minutes daily for mathematics. Teachers will continue to use the curriculum guides for mathematics to deliver lessons that have been aligned with the Curriculum and the Standards. Classroom teachers will use performance-based math activities incorporating manipulatives.

Shared writing strategies and teacher modeling of oral and written communication are implemented to develop mathematics communication skills with proper usage of mathematics vocabulary. Students maintain a class math journal to record responses for the purposes of gauging student understanding of various math concepts and processes. Samples of students' mathematics journals are shared at grade level and data utilization meetings to analyze student progress and make modifications to instruction. Teachers also provide opportunities for students to record mathematical ideas in their journals.

Students are involved in mathematics centers to support individual needs. Teachers create centers that reinforce and enrich daily instruction. Formative assessments will be used to monitor activities that reflect current pacing. At grade level meetings, teachers discuss the effectiveness of centers on student achievement.

Students receive a Problem-solving format that allows all steps to be included. The teacher models the use of the form and provides multiple opportunities for students to practice applying the form. The final step of the process incorporates writing to inform. The students are expected to explain, step by step, how they solved the problem. Appropriate manipulatives are utilized during these activities.

Specific strategies such as graphic organizers, appropriate scaffolds to instruction, number pattern identification, and a pre-typed problem-solving form, as well as previously identified strategies are incorporated into instruction. Materials such as Alternative Lessons in the TE of the text, multiplication charts formatted as a fact family, computers, calculators, audio-visual materials and other technology are incorporated into the student's instructional program as determined by the student's IEP. Teacher's guides and other teacher resource material are available for the Special Education Resource Teachers and Speech Pathologist to support instruction.

The use of *Everyday Mathematics* in the elementary grades and the McDougal & Little series (Courses 2, 3 and Pre-Algebra in the middle school grades will be utilized. A double period block consisting of ninety minutes will also continue utilizing the workshop model.

The New York State Social Studies Curriculum is implemented in all grades. The workshop model is used to deliver instruction, allow for inquiry-based learning, and to support the integration of writing across the curriculum.

The instructional program in science is aligned to the New York State Intermediate Level Science Core Curriculum and the New York City Performance Standards for Science. Students receive instruction in science 5 periods a week. Teachers deliver instruction using hands-on inquiry based strategies through the workshop model. Student progress is assessed using portfolios, rubrics, teacher made tests, and standardized tests. Students also participate in an annual science fair to display exemplary work in the area of inquiry-based science. We are the only school in District 21 with our own weather station. We are part of the Weatherbug network of schools to study the weather and we

correspond via e-mail with students across the United States. Additionally, we partner with a local middle school, Mark Twain, who provides hands-on science enrichment to our 4th grade students.

We are now a magnet school. Our theme is performing and visual arts. We are currently expanding our visual arts and music curricula and continue to provide violin lessons for students in the elementary school program as well as our Special Education students. We partnered with the American Globe Theater who performed Shakespeare's *Hamlet* for all of our middle school students. They will perform *Romeo and Juliet* this school year. Dance movement classes are also provided to students in Grades Pre-K – 2.

Technology is infused into all curricular areas through the use of in-classroom computers. Students have multiple opportunities to use technology to demonstrate and support their learning. We will also provide training for students to enable them to have better use of the Smart Boards located throughout our school building.

In addition to the assessments outlined above in literacy, we will employ a balanced approach to assessment that utilizes multiple forms of assessment (portfolios, performance tasks, multiple choice and extended written response items) and tightly link instruction and assessment with organizational decision making.

In addition, we will continue to plan for improvement of student proficiency in literacy and mathematics with the following:

- AIDP – PS/IS 288 is committed to improving student attendance. We will continue to use our AIDP program, headed by an assistant principal, and supported by family workers, to keep student attendance at or above 90% in accordance with State regulations and our school wide attendance plan, which is attached. In June 2006 we were identified as one of the schools with the most improved attendance in District 21.
- Low Register Classes – PS/IS 288 will continue to provide low register classes on grades kindergarten through grade five. Students who scored a level one on CTB, and ELA tests, who are holdovers; scored below level in ECLAS-2, and were identified most “at risk” by their teachers, will be included in these classes. These classes will contain approximately fifteen students. We will provide intensive academic instruction, based on the analysis of test scores, student portfolios, and teacher-generated tests. Teachers in these classes will keep detailed records of students’ progress.
- School Assessment Team (“SAT”) – SAT at PS/IS 288 will continue to address student referrals. The Team meets weekly to determine the Academic Intervention Services required for each referred student. Representatives on this team include administrators, School Support staff, teachers, AIDP teacher, guidance counselor and parent coordinator. Possible referrals for services could include SAT, guidance counseling, and AIDP among others.
- Small Group Instruction – Classroom teachers will continue to provide small group instruction to those requiring additional assistance in a particular strategy or concept being taught as part of the required Balanced Literacy or Balanced Mathematics block. The instruction

will be driven by evaluation of standardized test results, portfolio assessment, teacher observations, Reading Progress Indicators and teacher-made tests. Grouping of students will change depending upon the needs of the students and the skill taught during a particular lesson.

On-going professional development will continue to be provided. Topics will include:

- A balanced approach to assessment that utilizes multiple forms of assessment (portfolios, performance tasks, multiple choice and extended written response items), teacher observations and conferences with students during the Readers and Writers Workshops.
- Assessing students' work
- Using data to drive instruction
- Administration of the DRA and other assessments
- Reading strategies designed to make sure students develop proficient reading and writing skills in different genres as outlined in the NYS Standards including oral language, the recognition of letters, phonemic awareness, decoding skills, comprehension, writing, spelling and grammar.
- Technology workshops so that they can utilize the ARIS system and other assessment data on line.

Our Inquiry Team will also continue to work together to combine ideas on effective planning for teachers and different ways to access learning, in developing curricula and instructional materials and assessing teachers' needs for professional development.

Additional assistance will be provided to our students through the SETTS teachers for our special education teacher, speech teacher, ESL teacher for our ELL students. We will also continue our after school programs that will reinforce literacy and mathematics skills.

We have also added an Assistant Principal of Operations in the 2008/09 school year who will be responsible for FAMIS purchasing, Galaxy, attendance, suspensions, AIDP, coordination of trips and on-line reporting.

We will continue to utilize the Title IIB math grant which provides funds for college classes for teachers.

We will also continue to emphasize parent involvement by utilizing the services of the parent coordinator, attending PTA meetings and meeting with the PTA Executive Board, as well as our Unity dinners and Title I parent workshops.

3. Instruction by highly qualified staff.

In 2009, 88.9% of our staff were highly qualified. Teacher teams meet to plan curriculum that is differentiated in order to meet individual students needs, so that they all are able to meet or exceed state standards.

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.

We will provide high-quality and ongoing professional development for teachers, principals and other staff members which include but are not limited to:

- Our in-house Magnet Resource Specialist will provide ongoing professional development. In addition other vendors will be visiting to provide workshops for students, parents, teachers and other staff.
- Our network provides professional development for administrators and has been instrumental in training and facilitation of teacher teams.
- Scaffolding and Jigsaw strategies for our ELL population will be provided by our network representative
- Improving student writing in math; accountable talk in mathematics; higher order questioning in math classes
- Using assessments to drive instruction
- Integrating technology and the arts in all subject areas

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

Our School Demographics & Accountability Snapshot (p. 9) reports that during the 2008/09 school year, 88.9% of our teachers were highly qualified.

Strategies that are being implemented during the 2010/11 school year and which we expect to continue to increase the percentage of highly qualified teachers to the goal of one hundred (100%) percent are:

- Providing options and methods for teachers through conversion programs and utilizing the school's five (5%) percent Title I funds to become highly qualified
- Supporting new teachers through coordinators and lead teachers
- Encouraging teachers to use online HOUSSE to demonstrate subject matter competency
- Professional development relating to the new Common Core Standards will be scheduled.

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

We traditionally have low attendance with parent involvement meetings and activities. To that end, we are incorporating the following:

- a. We encourage parents to take advantage of the night center and other activities the Beacon HeartShare has to offer, including parent GED classes
- b. We hold Unity Banquets, serve dinner to parents and their families, and discuss with them the opportunities and activities that are going on at the school building.

- c. We held a Daddy & Me breakfast at the school and plan to do this again during this school year, along with a separate Mommy & Me breakfast and/or tea. Additional functions are being scheduled, e.g. Grandma/Grandpa and Me
- d. Our parent coordinator is available to meet with parents, provide resources and offers workshops of interest to the parents. He is also very instrumental in enrolling our students in the after school programs.

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.

Most of our early childhood teachers hold early childhood licenses and/or have worked in day care settings such as Head Start. They are fully knowledgeable and make the transition of our new early childhood students seamless and non-traumatic.

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.

Through our School Leadership Team and Teacher Teams, teachers are consulted with regard to decisions regarding the use of academic assessments.

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.

There is on-going assessment in all subject areas through students' work folders, standardized tests, teacher-made tests and teachers' conference notes with students. Students are assigned independent, small group activities or provided with one-on-one instruction.

Literacy - All instruction is differentiated. Students in grades K-2 also utilize the *Open Court Reading* program (phonics and literature) which provides them with skills to hear, read and write phonemic sounds; and to blend and decode sounds to form words and sentences. The SETSS teacher utilizes the Wilson reading program for the special education children serviced. The services are provided during the 37 ½ minutes; during the school day; and after school.

Mathematics - Classroom teachers differentiate math instruction and group students according to need. The SETSS teacher also provides math instruction. Extra assistance is also offered, during the 37 ½ minutes and after school.

Our science teacher - provides additional instruction with small groups before, during and after school hours. Additional instruction includes literature in the content area of science.

Social Studies - instruction is conducted in the inquiry-based learning workshop model before, during and after school, and supports the integration of writing across the curriculum.

All activities are differentiated in order to meet the individual needs of the students.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We currently house the HeartShare/Beacon program which also provides a recreational night center for the community youth (including dinner) and adult classes for ESL and GED both during the week and on Saturdays. They also provide counseling services for individuals and/or families through Coney Island Hospital and other agencies. Beacon also has an after school program for our students in grades 5 – 8 that operates from 3pm to 5pm every Monday and Wednesday.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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.

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		X		N/A		
Title I, Part A (ARRA)	Federal		X		N/A		
Title II, Part A	Federal		X		N/A		
Title III, Part A	Federal		X		N/A		
Title IV	Federal		X		N/A		
IDEA	Federal		X		N/A		
Tax Levy	Local		X		N/A		

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.

See pages 5-7, 46-49.

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

See pages 5-7, 46-49.

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;

See pages 5-7, 46-49.

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.

4. Coordinate with and support the regular educational program;

See pages 5-7, 46-49

5. Provide instruction by highly qualified teachers;

See page 50

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

See page 50

7. Provide strategies to increase parental involvement; and

See page 51

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

See pages 6-7

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

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

NCLB/SED Status: Restructuring Year 3 - Comprehensive **SURR³ 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.

The School Demographics and Accountability Snapshot reveal that sub-groups Hispanic or Latino, Limited English Proficient and Economically Disadvantaged did not make AYP in ELA.

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.

See pages 20-28.

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.

ELA –Workshops will be offered to provide all classroom personnel with the assistance needed to ensure our students of meeting our strategic objectives in literacy. Workshops given by school coordinators and lead teachers will enable our staff to create varied lesson planning and

School Under Registration Review (SURR)

questioning techniques. Support will be provided for all personnel in identifying activities that lead to the State performance Standards as well as the ELA Standards needed to meet our goals. Teachers will be given the opportunity to share Best practices and techniques will be provided to help them provide necessary grouping. Assistance will be given to help teachers formulate proper techniques in grouping, guided reading, shared reading, listening skills, read aloud and the independent reading skills needed for their students to reach our strategic objectives in literacy. We will also continue to use specialized strategies to meet the needs of special needs students. Effective ESL strategies and the new ELL standards will be provided during professional development. Workshops will also provide assistance in setting up Cooperative Learning activities, interdisciplinary writing projects and methods for test sophistication. We will continue to utilize our Literacy Coordinator and appropriate personnel to help set up Learning Centers in the elementary grades.

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

Our teacher mentoring program will include the Literacy Specialists, Math Coordinator and Magnet Resource specialist who will provide staff development for all teachers. Through faculty conferences, workshops and demonstrations, skills for test preparation are addressed. Our classroom teachers will receive instruction in how to conduct small group lessons, targeting at-risk students, to maximize instructional gains. Focus will be on providing teachers with necessary grade appropriate skill building techniques. Instruction in the use of hands-on manipulatives will be employed to enhance the teaching of basic problem-solving strategies. Teachers will receive instruction on how to emphasize literacy in order to ascertain the appropriate mathematical operation needed to solve the problem. The Peer Coaching model will be used to meet the needs of new teachers (less than 3 years experience). In-house expert personnel including the coordinators will be used as mentors for this group. Mentoring activities may include modeling, demonstration lessons, inter-visitations and conferencing. Our new teachers receive additional training from more experienced buddy-teachers and in-house expert personnel.

We will continue to provide ongoing staff development in ELA for Pre-K – 8 faculty incorporating the use of curriculum area centers on a daily basis. Staff development will be provided for all faculty during weekly meetings as well as during special staff development days. All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the Six Dimensions of Reading. Through the alignment of classroom instruction with the State performance Standards and the ELA Standards, our staff will be able to meet our measurable strategic objectives in literacy. This will be measured through observations (formal and informal) and teacher participation at grade meetings, faculty conferences and Instructional Team meetings.

We will sustain weekly common curriculum-area preps that will be used to provide all classroom personnel with the assistance needed to ensure our students of meeting our strategic objectives in literacy. Workshops given by school and regional personnel (Literacy Coordinator) will enable our staff to create varied lesson planning and questioning techniques. Support will be provided for all personnel in identifying activities that lead to the State performance Standards as well as the ELA Standards needed to meet our AYP target.

New teachers are always paired with a seasoned, experienced teacher. However, teachers are encouraged to share their ideas and best practices with each other with no regard to years of experience.

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.

Parents will be notified of the school's Corrective Action status by letter. The letters will be in the major languages of our community, English and Spanish. The letter will have a tear-off slip on the bottom portion for parents to respond if they wished to transfer to a higher performing school.

The Principal will hold a Parent Information Session following the distribution of the letter. All steps outlined in the letter regarding how instruction and the climate of the school would be improved will be explained. Parents and teachers are united in their efforts to implement this plan and are convinced that the school will achieve incremental gains and ultimately be removed from the Corrective Action school status. Additional information will be disseminated to our parent population via our Parent Resource Center, Parent Coordinator, School Leadership Team, parent memoranda, parent workshops, PTA meetings and parent-teacher conference using interpreters when applicable.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: Not Applicable

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

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

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

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

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

There are currently seventeen Students in Temporary Housing attending our school.

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

Services to these students include but are not limited to the providing of:

- ❖ Classroom materials and supplies
- ❖ After school programs
- ❖ Free uniform shirts
- ❖ Guidance counseling
- ❖ Metro Cards

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

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

This appendix will not be required for 2010-2011.

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

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR
2010-11)**

**SCHOOL PARENTAL INVOLVEMENT POLICY
OF
THE SHIRLEY TANYHILL SCHOOL
PS/IS 288**

I. General Expectations

The Shirley Tanyhill School, PS/IS 288 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The Shirley Tanyhill School, PS/IS 288 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. The Shirley Tanyhill School, PS/IS 288 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. The Shirley Tanyhill School, PS/IS 288 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
4. The Shirley Tanyhill School, PS/IS 288 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: The Balanced Literacy Model for Literacy and Mathematics, Open Court Phonics, Everyday Mathematics, Beat Street and Language Arts & Literature, by: parent workshops in how to assist their children in literacy, math, homework help,
5. The Shirley Tanyhill School, PS/IS 288 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. The Shirley Tanyhill School, PS/IS 288 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: parent workshops; parent-teacher conferences; PTA meetings
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: parent workshops; parent-teacher conferences; PTA meetings.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: parent workshops, PTA meetings

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: parent workshops, meetings with parent coordinator, open houses for enrollment in our magnet school
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: all written communications will be sent out in both English and Spanish, and a volunteer translator will attend meetings to translate for non-English speaking parents.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes of meetings. This policy was adopted by the The Shirley Tanyhill School, PS/IS 288 on June 3, 2010 and will be in effect for the period of September 2010 through June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2010.

SCHOOL-PARENT COMPACT

The Shirley Tanyhill School, PS/IS 288, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Shirley Tanyhill School, PS/IS 288 will:

- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: P.S./I.S. 288 will be restructured into three learning communities to create smaller and more efficient academic environments for Grades Pre-K – 2; Grades 3 – 5; and Grades 6 – 8. English Language Learners and Student with Disabilities (12:1:1) will be integrated into each of the three communities. A third assistant principal will be added so that each community will have an instructional leader focusing on a smaller number of students. The instructional leaders will also assist the principal in maintaining the high standards set for teaching and learning throughout the school as a collective unit, whereby teachers are willing to work with and learn from their colleagues, collaboratively plan lessons, review student work and progress, and share best practices through inter and intra-visitations and grade level conferences.
- hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: each November and March.

- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards will be distributed three times per year in grades K-5 and four times per year in grades 6-8; Acuity and ARIS will be distributed as soon as they are made available.

- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: at the school during the two parent/teacher conferences, during the teachers' preparation periods by appointment, and if necessary, before or after school as agreed upon by the parent and teacher.

- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: all parents are encouraged to become a Learning Leader through our PTA which enables them to volunteer in the classrooms. To participate and/or observe classroom activities, parents may obtain an appointment with the teacher, subject to administration's approval.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

(revise as appropriate for grade level)

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

(Describe the ways in which students will support their academic achievement, such as:

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning-pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for test and assignments;
- read or be read to at least 10-15 minutes (Grades Pre-K – 3) or, read 30 minutes (Grades 4 – 8) every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES

The Shirley Tanyhill School, PS/IS 288 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, The Shirley Tanyhill School, PS/IS 288 will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating with the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.
- work with the LEA to ensure that a copy of the LEA's written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Language Allocation Policy
School Year 2009-2010
Region 7
Isabel DeMola, Local Instructional Superintendent
PS/IS 288

PS/IS 288 is a Pre-K – 8 school in the Coney Island section of Brooklyn, servicing a population of 550 students. Our student population is 53.63% African-American, 37.27% Hispanic, 6.36 White and 1.63% Asian and/or others.

PS/IS 288 provides ESL services to newly admitted and continuing English Language Learners through its English as a Second Language pull-out program for grades K-8.

There are 61 ESL students (grades K-8) in PS/IS 288, comprising 11.1 % of the school student body.

The number of ELLs by grade in each language group in PS/IS 288
(Table 1)

Language	K	1	2	3	4	5	6	7	8	Total
Spanish	11	7		5	5	7	2	10	3	50
Chinese										
Russian		1								1
Bengali										
Urdu		1			1		1	1		4
Arabic			1		1	1				3
Haitian Creole							1			1
French	1						1			2
Korean										
Punjabi										
Polish										
Albanian										
Other										

TOTAL	12	9	1	5	7	8	4	12	3	61
GRAND TOTAL	12	9	1	5	7	8	4	12	3	61

According to the Department of Education mandated requirements, every newly admitted student goes through the LEP Identification Process. The team responsible for this process includes a fully certified and licensed ESL teacher, Ms. Famina, an ESL administrator, Ms. Lambert, a school secretary, Ms. Nissen, and one or two school members that speak one of our ELLs' native languages (Ms. Vilalba, Spanish; Ms. Famina, Russian; Mr. Saed, Arabic) and can assist during an oral interview.

The first step of the LEP Identification Process is the administration of the Home Language Identification Survey which includes an informal oral interview in English, one in the student's native language, and a formal initial assessment. As a result, if it's discovered that the student speaks a language other than English and/or speaks little or no English at all, the ESL teacher moves to the second step of the LEP Identification Process and administers the Language Assessment Battery-Revised (LAB-R) within the first 10 days of the student's entrance.

If a student scores at or above a state designated level of proficiency on the LAB-R, he or she is placed in a general education program. If a student scores below that level, he or she is identified as an ELL and placed in an appropriate ESL program which is a Pull-Out ESL program in PS/IS 288. Students whose native language is Spanish and who score below proficiency on the LAB-R are administered a Spanish LAB to determine their language dominance.

As soon as a student is identified as an ELL, his/her parents or guardians are notified in writing through Parent Entitlement Letters and are invited to attend a Parent Orientation Session which is conducted by an ESL teacher, a Parent Coordinator, Mr. Monroe, together with other designated staff members within a week after LAB-R administration. Parents who cannot attend the session can set up an appointment to meet and discuss the program.

During this session parents watch an Orientation Video for Parents of English Language Learners in their native and/or English languages, get familiar with all three ESL program choices (Transitional Bilingual, Dual Language, Freestanding ESL) that are available in different schools around the city and the ones that are present in the school. Additionally, every parent is informed of the state standards, various assessments, tests, and school expectations that govern the ESL programs. At the end of the session each parent has an opportunity to ask questions about the programs; he/ she completes the Parent Survey and Program Selection form making his/her correct informal choice. Most of the time, the ESL program model offered at the school is aligned with parent requests.

If a Program Selection form is not returned, the default program for ELLs is Transitional Bilingual education as per CR Part 154. However, because the only program available in PS/IS 288 is an ESL self-contained program, an ESL teacher, Parent Coordinator and all designated staff members have a consultation with a parent (conducted in his/her own native language) and he/ she is provided with information about nearby schools that might support the same ESL and/or Transitional Bilingual Education programs with which the parent is interested. All Program Selection forms are returned at the end of the orientation session (or during a set-up appointment), kept on file and revisited throughout the year. In case of changing of or adding another ESL program in the school all parents are notified.

This year one of the LAP team’s main goals is to monitor the number of bilingual parent requests in order to determine if there are enough students to warrant one or two bilingual classes.

The annual evaluation of ELLs in PS/IS 288 takes place every spring through administering the New York State English as a Second Language Achievement Test (NYSESLAT). Its results are used to determine ELLs’ English proficiency and whether or not students must continue ESL services. So, according to NYSESLAT results, ESL students who score at a Beginning or Intermediate level receive 360 minutes of ESL instructions per week. Students who score at an Advanced level receive a total of 180 minutes of ESL instruction per week. All students that score at a Proficient level stop getting ESL services and continue their general education program.

There are 61 ESL students (grades K-8) in PS/IS 288.

The number of ESL students in grades K-8
(Table 2)

Grade	No. of ELLs
K	12
1	9
2	1
3	5
4	7
5	8
6	4
7	12

8	3
---	---

Out of 61 ESL students, 16 students are placed in self-contained Special Education classes (in grades 1, 3, 5, 7, 8). They receive services in accordance with the mandates of their IEPs.

Classification of ELLs
(Table 3)

	TBE	Dual Language	ESL	TOTAL
Newcomer ELLs (3 years of service or less)			Gen. Ed. 28 Special Ed. 4	32
ELLs (4-6 years of service)			Gen. Ed. 11 Special Ed. 10	21
Long-Term ELLs (more than 6 years of service)			Gen. Ed. 6 Special Ed. 2	8
TOTAL			61	61

There are 5 groups of ESL students in the school. Each group contains between five and twelve students. There are four Beginning/Intermediate groups (grades K-1; 2, 3, 4; 5, 6; grades 7, 8) in our school. Every student in these groups receives 360 minutes of ESL instruction per week which is equal to 8 periods per week. Every student in an Advanced group (grades 5, 6, 7) receives 180 minutes of ESL instruction per week which is equal to 4 periods per week. According to Part 154 of the Commissioner’s Regulations (CR Part 154), all Advanced ELLs receive 180 minutes (4 periods) of ELA instruction per week. All five groups are formed either heterogeneously or homogeneously in order to meet all ELLs needs.

As there are 61 ELLs in the school in grades K-8 and all of them come from different classes, the only ESL program that has been available at PS/IS 288 for a few years is a Pull-out

model. A full-time licensed ESL teacher pulls out ELLs from their mainstream classes for two periods two to four days a week to provide ESL instruction to the students.

However, this year the ESL certified faculty members along with administration developed a new approach in order to try to minimize pull-outs as much as possible and focus on an a combination of sheltered immersion classes, pull-out, and co-teaching approaches. Students from one or two grades will be grouped together in fewer groups for an instruction for 4 or 8 periods a week according to their level of English proficiency and receive ESL instruction during a regular or cluster class period. In order to implement this model, we need one or two more ESL teachers. We also need to have more ESL professional development in the area of Second Language Acquisition for regular education teachers and administrators.

This year our school organized content-based ESL periods provided by the ESL teacher and the content-area teacher (our math coach, science teacher, and social studies teacher) at least two times a week for each of all five groups. This instruction is delivered through sheltered and small group instruction. Also, teachers provide a meaningful language input using TPR, visuals (diagrams, charts, pictures) realia, hands-on activities, and NLA support. Very often ELLs are grouped heterogeneously and, thus, have opportunities to work with their peers serving the role of peer tutors.

All 5 groups of ELLs in PS/IS 288 receive a variety of ESL instruction on a daily basis in a small group setting.

ELLs subgroups	Instructional plan
ELLs that have been in US schools fewer than 3 years (newcomers)	<ul style="list-style-type: none"> • students' Acculturation • Lowering "affective filter"

	<ul style="list-style-type: none"> • Activating students’ prior knowledge • Providing small-group instruction • Differentiated instruction • Constant modeling and repetition • Creating cooperative learning groups with bilingual peer helpers • Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games • Simplifying the language of instruction (e.g. in the very beginning asking yes/no or one-word questions and encouraging students to show/point/draw; then developing their vocabulary and all four language skills (speaking, listening, reading and writing) • Developing BICS and simplified CALP • Employing NLA lesson components to make content comprehensible (e.g. reading bilingual books and literature describing students’ culture and history) • Incorporating choral reading and Read-Alouds into every lesson • Using bilingual picture dictionaries • Incorporating more reading and writing with every lesson • Performing various formal and informal assessments (Running Records, teacher-student conferences) <p>* Teaching students simple test-taking skills and focusing on test terminology</p> <p>** Using all these strategies during cluster periods</p>
<p>ELLs receiving service for 4 to 6 years</p>	<ul style="list-style-type: none"> • Small group instruction • Differentiated instruction • Grouping students homogeneously

	<p>and heterogeneously</p> <ul style="list-style-type: none"> • Constant modeling and scaffolding • Encouraging students to use English in different forms such as describing, retelling, comparing, contrasting, summarizing verbally and in written form • Creating comprehensible input using graphic organizers, charts, diagrams, posters, television and radio • Asking inferential and higher order thinking questions • Introducing and developing figurative language • Focusing on developing students' CALP and BICS • Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history) • Teaching note-taking • Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences, final projects etc.) <p>* Teaching students various test-taking skills and focusing on test terminology</p> <p>** Using all these strategies during cluster periods</p>
<p>Long-Term ELLs (6 years and longer)</p>	<ul style="list-style-type: none"> • Small group instruction • Differentiated instruction • Modeling • Using every opportunity to transfer students' literacy skills from L1 to L2 • Focusing on developing CALP rather than on the development of BICS but at the same time providing continuous language

	<p>support to access content</p> <ul style="list-style-type: none"> • Scaffolding (especially in ELLs' weak areas such as writing) • Working with a variety of texts in order to provoke discussions or model some writing styles • Guided Writing employing various contents and structures • Teaching skills to help ELLs pass the standardized tests and various assessments • Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history) • Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences) <p>* Teaching students various test-taking skills and focusing on test terminology</p> <p>** Using all these strategies during cluster periods</p>
<p>ELLs identified as having special needs</p>	<ul style="list-style-type: none"> • Co-teaching of ESL and Special Ed classroom teachers • Small group instruction • Employing teaching based on different learning styles • Differentiated instruction • Scaffolding • Constant modeling and repetition • Activating the students' prior knowledge • BICS and CALP development • Providing modified ESL instructions and specialized teaching strategies to account for the student's disability (organizing one-on-one ESL sessions, motivating and encouraging

	<p>students, providing more practice, etc.)</p> <ul style="list-style-type: none"> • Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history) • Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences) <p>* Teaching students various test-taking skills and focusing on test terminology</p> <p>** Using all these strategies during cluster periods</p>
SIFE ELLs	<ul style="list-style-type: none"> • Co-teaching of ESL and classroom teachers • Flexible curriculum • Smaller-group instruction • Intensive development of BICS and CALP • Differentiated instruction • Modeling and repetition • Scaffolding • Promoting motivation and engagement for effective learning • Sheltered content instruction • Content-based ESL instruction • Creating cooperative learning groups (with bilingual peer helpers if needed) • Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games, graphic organizers, multimedia • Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing

	<p>students' culture and history)</p> <ul style="list-style-type: none"> • Using age appropriate and culturally appropriate materials during lessons • Constant monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences etc.) <p>* Teaching students various test-taking skills and focusing on test terminology</p> <p>** Using all these strategies during cluster periods</p>
--	---

PS/IS 288 provides targeted intervention programs for ELLs in grades 3-8 in ELA and Math. All programs are offered in English with NLA support in order to enhance ELLs' literacy and math skills and improve their academic performance and test scores.

The Math Coach and literacy specialists who received ESL Professional Development turn-key to the classroom and cluster teachers. Our math coordinator reinforces the MacMillan McGraw Hill Math program in grades 3-5 and the McDougal & Little Series in grades 6-8. Our literacy specialists reinforce the Open Court Phonics program in grades K-2 and a new reading series, Scott Foresman Reading Street in grades 3-8. The Math Coach and literacy specialists provide direct ESL support, employ various visuals, manipulatives and effective hands-on strategies.

Our students also get additional help in our Math + ESL After School Program which they attend for two hours every Tuesday and Wednesday. The program is developed and co-

taught by Math and ESL teachers and incorporates various components of teaching Math content through the prism of ESL, its strategies, techniques and NLA support.

As of this year, our school plans to open an ESL Saturday School that will target ELLs' special needs and help to develop language skills. One of the priorities of the program will be to provide transitional support for former ELLs (for the first two school years after they pass the NYSESLAT) and monitor them.

There are some other supplemental services that PS/IS 288 offers to ELLs.

We have an After School Home Tutor Program (e.g. help with homework or reinforcing work being done in school), consultation, translation/interpretation services for ELLs and their families that are provided to ELLs before and after school.

PS/IS 288 supports its ESL curriculum with lots of instructional materials and technologies:

- On Our Way to English Program by Rigby with all of its components (K-5)
- Leveled ESL library (A-Z levels, grades K-8)
- Running Records toolkit (K-8 grades)
- Audio Center with a leveled Audio Library (grades K-8)
- Multicultural and bilingual library (grades K-8)
- *Getting Ready for the NYSESLAT and Beyond* by Attanasio & Associates, Inc. (complete sets of NYSESLAT and ELA test prep books for grades K-8)
- *“Contact USA”* (1, 2 and 3), *“What A World!” Amazing Stories from Around the Globe* (1, 2 and 3) and *“What A Life!” Stories of Amazing People* by Longman (a complete set of workbooks in a beginning, high beginning, intermediate and advanced levels; grades 5-8)

- *Longman Picture Dictionaries (K-2)* and *Longman Photo Dictionaries of American English* (grades 3-8) sets
- Various grammar, vocabulary, reading and writing books and workbooks (K-8)
- Smart Boards (Math and Science, grades 3-8)
- computer-based technologies (laptops, desktops, TV, Internet, ESL software (alphabet and spelling programs for lower grade ELLs; stimulation and word-processing software for upper grade ELLs)

Native Language support is delivered in our Freestanding ESL program with a help of Native Speaker Software (word processors, desktop publishing and story-building software in students' native languages), bilingual picture dictionaries and literature about students' culture and history of the countries they came from. Also, such techniques and strategies as direct translation, spending 5-10 minutes of each class on various activities in student's native languages and language skills (speaking, listening, reading, writing) every day (e.g. mini-puzzle in Spanish) help the students to learn about other language structures, develop literacy skills in their native languages and then transfer them to learning English.

Our ESL teacher receives regular ESL professional development provided by the DOE. Last year she attended various ESL workshops and seminars including an *Effective Second Language Acquisition Seminar* that was held by Stephen Krashen, an international expert, author and leader in ESL Professional Development.

Every year our non-program staff (content-area teachers and classroom teachers) receive additional ESL professional development provided by DOE and on-site ELL training provided by an ESL teacher for about 7.5 hours per year. It helps our educators to expand their skills and learn effective strategies and techniques for teaching ELLs in order to meet all their needs. Also,

all teachers in PS/IS 288 have a constant access to various professional magazines, books, publications and websites describing different approaches in order to effectively teach ELLs in their classrooms and during cluster periods.

Parental involvement is very important in PS/IS 288. We have a PTA that provides parents with comprehensive resources and help them get involved and stay involved in the lives and education of their children. PTA holds meetings every month and discusses main issues our parents are interested in or challenges and problems they face. During these meetings we evaluate the needs of the parents analyzing the data received from various parents' questionnaires and surveys that are mailed to parents once a year. In the beginning of every school year our school organizes a special workshop for all parents where parents are taught to reinforce educational concepts at home (parents of ELLs are offered this workshop in their native languages and/or English).

Also, as it was mentioned before, parents of general education and ESL students receive various consultations regarding their children, their academic success and other issues on a daily basis. ESL parents are also provided with translation/interpretation services.

PS/IS 288 holds parent-teacher conferences every fall and spring. During these conferences parents have an opportunity to discuss their children's academic progress with all their children's teachers, who, in their turn, can address all the needs of the parents. Additionally, every year our school offers ELLs' parents ESL evening classes and ESL Saturday classes (which they can attend for free), organizes Cultural Events for ESL parents and their children, invites all parents to volunteer and participate in different school events (such as Sport's Day, Halloween Parade etc.) and go on field trips. Twice a year parents are invited to attend a Parent Unity Banquet where they have an opportunity to communicate with teachers and administration. All these

involvement activities help educators and administration to understand, address and analyze the parents' needs and provide a better service to them and their children.

The ESL program administrator periodically evaluates the ESL program using a database (LAB-R, NYSESLAT, Math, ELA, and Science scores; report card grades; ECLAS-2 and language proficiency levels) to determine if students are making progress and improving their English language skills as well as meeting or approaching academic standards.

2009-2010 LAB-R Scores
(Table 4)

Grade	Beginner	Intermediate	Advanced
K	5	6	3
1	1	1	
2			
3			
4			
5			
6			
7			
8			

New York State English as a Second Language Achievement Test (NYSESLAT) 2008-2009
(Table 5)

	Number Tested	Beginning	Intermediate	Advanced	Proficient
Listening and Speaking					

(Grades K-1) All Students Special Education	7 0	3 0	0 0	3 0	1 0
Reading and Writing (Grades K-1) All Students Special Education	7 0	3 0	0 0	3 0	1 0
Listening and Speaking (Grades 2-4) All Students Special Education	17 4	2 2	5 2	6 0	4 0
Reading and Writing (Grades 2-4) All Students Special Education	15 6	1 1	6 2	5 3	3 0
Listening and Speaking (Grades 5-6) All Students Special Education	15 6	2 2	6 1	4 3	3 0
Reading and Writing (Grades 5-6) All Students Special Education	15 6	2 2	6 2	4 2	3 0
Listening and Speaking (Grades 7-8) All Students Special Education	5 4	0 1	0 3	3 0	2 0
Reading and Writing (Grades 7-8) All Students Special Education	5 4	0 1	2 3	1 0	2 0
Listening and Speaking (Total) All Students Special Education	44 14	6 4	11 7	17 3	1 5
Reading and Writing (Total)					

All Students	44	7	13	14	0
Special Education	14	5	6	3	0

Ten of our ESL students tested out of the ESL program.

As seen from an attached Language Allocation Policy worksheet (Part IV: Assessment Analysis) and the Table 1, the data patterns across proficiency levels (on the LAB-R and NYSESLAT) reveals that 25 ESL students in grades K-8 moved one or two levels up in comparison with the last 2008 NYSESLAT and 10 ESL students in grades K-8 attained English Language Proficiency and tested out during the administration of the 2009 NYSESLAT. Still, as it can be noticed from the NYSESLAT modalities scores, Reading and Writing modalities became the weakest areas for our ESL students last school year. As a result, it has affected instructional decisions and made all teachers working with ELLs modify their instructions in order to target these weak areas. It was decided to leave an instructional ESL plan the same for all ESL groups and subgroups, except devoting about 30%-40% of the instructional time to improve ELLs' most needed skills. All teachers working with ELLS will use mini-lessons and teach writing, grammar, and reading strategies and constantly monitor students' comprehension and progress.

Another important fact drawn from the NYSESLAT data analysis is that there is an equal number of students in grades K-8 who became proficient in 2008-2009 school year. However, as we had more ELLs in Kindergarten (13 ELLs) than in any other grade a number of proficient ELLs should have been higher in this grade. Also, the data shows that none of the ELLs in grade 5 became proficient last school year. Thus, both groups automatically became our target groups.

Thirty seven ELLs took the State ELA exam in grades 3-7.

2008-2009 ELA exam scores (ELLs in grades 3-7)
(Table 6)

Grade	# Scoring at Level 1	# Scoring at Level 2	# Scoring at Level 3	# Scoring at Level 4
3	3	3	1	
4	4	2	3	
5		3	1	
6		8	4	
7		4	1	
8	1	2	1	

Forty-one ELLs in grades 3-7 took the New York State mathematics test.

2008-2009 Math scores (ELLs in grades 3-7)
(Table 7)

Grade	# Scoring at Level 1	# Scoring at Level 2	# Scoring at Level 3	# Scoring at Level 4
3	3	2	5	
4	2	3	3	1
5		1	3	
6	2	4	7	
7		2	3	
8	1	1	2	

The LAP team found that the ESL students did not perform on the State and City tests as well as their mainstream counterparts. However, as drawn from the data, the test scores of our ELLs have improved for the last three years.

The team will address this problem by utilizing the following methods and strategies:

- Implementation of targeted intervention programs for ELLs in grades 3-8 in ELA and Math
- Providing more ESL professional development and support in the area of Second Language Acquisition for regular education teachers, cluster teachers and coaches
- Focusing on teaching and reinforcing test skills and test-taking strategies

All instructions are modified by teachers through formal and informal observations, analysis of assessments, students' progress, and the ELL Periodic Assessments. The ELL Periodic

Assessments provide our ESL, classroom, and cluster teachers with detailed information about their students' progress, strengths and weaknesses and their English language development. They also help educators to plan their teaching instructions and focus on students' most needed areas.

The main criteria to evaluate our ESL program include the following:

- Observations of ESL classes and cluster classes providing ESL support and their analysis
- Effectiveness of ESL program (achievement of short-term and long-term goals)
- NYSESLAT and other Standardized tests (ELA, Math, Science) scores
- ECLASS scores
- ESL students' progress measured through analysis of the students' ESL and class work portfolios

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 288 The Shirley Tanyhill					
District:	21	DBN:	21K288	School		332100010288

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	35	36	36		88.1	90.2	90.1
Kindergarten	50	55	71				
Grade 1	57	81	72	Student Stability - % of Enrollment:			
Grade 2	56	41	69	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	59	46	45		86.8	88.8	88.9
Grade 4	72	59	54				
Grade 5	70	64	49	Poverty Rate - % of Enrollment:			
Grade 6	65	61	52	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	47	61	52		86.8	94.8	94.8
Grade 8	52	44	52				
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		26	29	22
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	563	549	553	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	2	0

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	87	80	75	Principal Suspensions	18	26	20
# in Collaborative Team Teaching (CTT) Classes	16	8	14	Superintendent Suspensions	7	9	1
Number all others	37	26	23				

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	50	52	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	18	10
# receiving ESL services only	64	50	TBD				
# ELLs with IEPs	6	15	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	12	9	18

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	13	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.0	73.1	83.3
				% more than 5 years teaching anywhere	54.0	57.7	70.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	79.0	89.6
American Indian or Alaska Native	1.2	0.7	0.2	% core classes taught by "highly qualified" teachers	96.1	88.9	100.0
Black or African American	52.2	53.6	53.9				
Hispanic or Latino	40.3	37.0	39.4				
Asian or Native Hawaiian/Other Pacific	1.2	1.8	0.0				
White	5.0	6.6	3.4				
Male	50.3	51.5	49.0				
Female	49.7	48.5	51.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	X	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v					
Limited English Proficient	X	v	-				
Economically Disadvantaged	X	v					
Student groups making	2	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	57.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40						
<i>(Comprises 60% of the</i>							
Additional Credit:	8						

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

Language Allocation Policy

School Year 2009-2010

Region 7

Isabel DeMola, Local Instructional Superintendent

PS/IS 288

Albanian										
Other										
TOTAL	12	9	1	5	7	8	4	12	3	61
GRAND TOTAL	12	9	1	5	7	8	4	12	3	61

According to the Department of Education mandated requirements, every newly admitted student goes through the LEP Identification Process. The team responsible for this process includes a fully certified and licensed ESL teacher, Ms. Famina, an ESL administrator, Ms. Lambert, a school secretary, Ms. Nissen, and one or two school members that speak one of our ELLs' native languages (Ms. Vilalba, Spanish; Ms. Famina, Russian; Mr. Saed, Arabic) and can assist during an oral interview.

The first step of the LEP Identification Process is the administration of the Home Language Identification Survey which includes an informal oral interview in English, one in the student's native language, and a formal initial assessment. As a result, if it's discovered that the student speaks a language other than English and/or speaks little or no English at all, the ESL teacher moves to the second step of the LEP Identification Process and administers the Language Assessment Battery-Revised (LAB-R) within the first 10 days of the student's entrance.

If a student scores at or above a state designated level of proficiency on the LAB-R, he or she is placed in a general education program. If a student scores below that level, he or she is identified as an ELL and placed in an appropriate ESL program which is a Pull-Out ESL program in PS/IS 288. Students whose native language is Spanish and who

score below proficiency on the LAB-R are administered a Spanish LAB to determine their language dominance.

As soon as a student is identified as an ELL, his/her parents or guardians are notified in writing through Parent Entitlement Letters and are invited to attend a Parent Orientation Session which is conducted by an ESL teacher, a Parent Coordinator, Mr. Monroe, together with other designated staff members within a week after LAB-R administration. Parents who cannot attend the session can set up an appointment to meet and discuss the program.

During this session parents watch an Orientation Video for Parents of English Language Learners in their native and/or English languages, get familiar with all three ESL program choices (Transitional Bilingual, Dual Language, Freestanding ESL) that are available in different schools around the city and the ones that are present in the school. Additionally, every parent is informed of the state standards, various assessments, tests, and school expectations that govern the ESL programs. At the end of the session each parent has an opportunity to ask questions about the programs; he/ she completes the Parent Survey and Program Selection form making his/her correct informal choice. Most of the time, the ESL program model offered at the school is aligned with parent requests.

If a Program Selection form is not returned, the default program for ELLs is Transitional Bilingual education as per CR Part 154. However, because the only program available in PS/IS 288 is an ESL self-contained program, an ESL teacher, Parent Coordinator and all designated staff members have a consultation with a parent (conducted in his/her own native language) and he/ she is provided with information about nearby schools that might support the same ESL and/or Transitional Bilingual

Education programs with which the parent is interested. All Program Selection forms are returned at the end of the orientation session (or during a set-up appointment), kept on file and revisited throughout the year. In case of changing of or adding another ESL program in the school all parents are notified.

This year one of the LAP team's main goals is to monitor the number of bilingual parent requests in order to determine if there are enough students to warrant one or two bilingual classes.

The annual evaluation of ELLs in PS/IS 288 takes place every spring through administering the New York State English as a Second Language Achievement Test (NYSESLAT). Its results are used to determine ELLs' English proficiency and whether or not students must continue ESL services. So, according to NYSESLAT results, ESL students who score at a Beginning or Intermediate level receive 360 minutes of ESL instructions per week. Students who score at an Advanced level receive a total of 180 minutes of ESL instruction per week. All students that score at a Proficient level stop getting ESL services and continue their general education program.

There are 61 ESL students (grades K-8) in PS/IS 288.

The number of ESL students in grades K-8
(Table 2)

Grade	No. of ELLs
K	12
1	9
2	1
3	5

4	7
5	8
6	4
7	12
8	3

Out of 61 ESL students, 16 students are placed in self-contained Special Education classes (in grades 1, 3, 5, 7, 8). They receive services in accordance with the mandates of their IEPs.

Classification of ELLs
(Table 3)

	TBE	Dual Language	ESL	TOTAL
Newcomer ELLs (3 years of service or less)			Gen. Ed. 28 Special Ed. 4	32
ELLs (4-6 years of service)			Gen. Ed. 11 Special Ed. 10	21
Long-Term ELLs (more than 6 years of service)			Gen. Ed. 6 Special Ed. 2	8
TOTAL			61	61

There are 5 groups of ESL students in the school. Each group contains between five and twelve students. There are four Beginning/Intermediate groups (grades K-1; 2, 3, 4; 5, 6; grades 7, 8) in our school. Every student in these groups receives 360 minutes of ESL instruction per week which is equal to 8 periods per week. Every student in an Advanced group (grades 5, 6, 7) receives 180 minutes of ESL instruction per week which is equal to 4 periods per week. According to Part 154 of the Commissioner's Regulations

(CR Part 154), all Advanced ELLs receive 180 minutes (4 periods) of ELA instruction per week. All five groups are formed either heterogeneously or homogeneously in order to meet all ELLs needs.

As there are 61 ELLs in the school in grades K-8 and all of them come from different classes, the only ESL program that has been available at PS/IS 288 for a few years is a Pull-out model. A full-time licensed ESL teacher pulls out ELLs from their mainstream classes for two periods two to four days a week to provide ESL instruction to the students.

However, this year the ESL certified faculty members along with administration developed a new approach in order to try to minimize pull-outs as much as possible and focus on an a combination of sheltered immersion classes, pull-out, and co-teaching approaches. Students from one or two grades will be grouped together in fewer groups for an instruction for 4 or 8 periods a week according to their level of English proficiency and receive ESL instruction during a regular or cluster class period. In order to implement this model, we need one or two more ESL teachers. We also need to have more ESL professional development in the area of Second Language Acquisition for regular education teachers and administrators.

This year our school organized content-based ESL periods provided by the ESL teacher and the content-area teacher (our math coach, science teacher, and social studies teacher) at least two times a week for each of all five groups. This instruction is delivered through sheltered and small group instruction. Also, teachers provide a meaningful language input using TPR, visuals (diagrams, charts, pictures) realia, hands-on activities,

and NLA support. Very often ELLs are grouped heterogeneously and, thus, have opportunities to work with their peers serving the role of peer tutors.

All 5 groups of ELLs in PS/IS 288 receive a variety of ESL instruction on a daily basis in a small group setting.

ELLs subgroups	Instructional plan
<p>ELLs that have been in US schools fewer than 3 years (newcomers)</p>	<ul style="list-style-type: none"> • Acculturation • Lowering students’ “affective filter” • Activating students’ prior knowledge • Providing small-group instruction • Differentiated instruction • Constant modeling and repetition • Creating cooperative learning groups with bilingual peer helpers • Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games • Simplifying the language of instruction (e.g. in the very beginning asking yes/no or one-word questions and encouraging students to show/point/draw; then developing their vocabulary and all four language skills (speaking, listening, reading and writing) • Developing BICS and simplified CALP • Employing NLA lesson components to make content comprehensible (e.g. reading bilingual books and literature describing students’ culture and history) • Incorporating choral reading and Read-Alouds into every lesson • Using bilingual picture dictionaries • Incorporating more reading and writing with every lesson

	<ul style="list-style-type: none"> • Performing various formal and informal assessments (Running Records, teacher-student conferences) <p>* Teaching students simple test-taking skills and focusing on test terminology</p> <p>** Using all these strategies during cluster periods</p>
<p>ELLs receiving service for 4 to 6 years</p>	<ul style="list-style-type: none"> • Small group instruction • Differentiated instruction • Grouping students homogeneously and heterogeneously • Constant modeling and scaffolding • Encouraging students to use English in different forms such as describing, retelling, comparing, contrasting, summarizing verbally and in written form • Creating comprehensible input using graphic organizers, charts, diagrams, posters, television and radio • Asking inferential and higher order thinking questions • Introducing and developing figurative language • Focusing on developing students' CALP and BICS • Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history) • Teaching note-taking • Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences, final projects etc.) <p>* Teaching students various test-taking skills and focusing on test terminology</p> <p>** Using all these strategies during cluster periods</p>
<p>Long-Term ELLs (6 years and longer)</p>	<ul style="list-style-type: none"> • Small group instruction

	<ul style="list-style-type: none"> • Differentiated instruction • Modeling • Using every opportunity to transfer students' literacy skills from L1 to L2 • Focusing on developing CALP rather than on the development of BICS but at the same time providing continuous language support to access content • Scaffolding (especially in ELLs' weak areas such as writing) • Working with a variety of texts in order to provoke discussions or model some writing styles • Guided Writing employing various contents and structures • Teaching skills to help ELLs pass the standardized tests and various assessments • Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history) • Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences) <p>* Teaching students various test-taking skills and focusing on test terminology</p> <p>** Using all these strategies during cluster periods</p>
<p>ELLs identified as having special needs</p>	<ul style="list-style-type: none"> • Co-teaching of ESL and Special Ed classroom teachers • Small group instruction • Employing teaching based on different learning styles • Differentiated instruction • Scaffolding • Constant modeling and repetition • Activating the students' prior knowledge

	<ul style="list-style-type: none"> • BICS and CALP development • Providing modified ESL instructions and specialized teaching strategies to account for the student's disability (organizing one-on-one ESL sessions, motivating and encouraging students, providing more practice, etc.) • Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history) • Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences) <p>* Teaching students various test-taking skills and focusing on test terminology</p> <p>** Using all these strategies during cluster periods</p>
SIFE ELLs	<ul style="list-style-type: none"> • Co-teaching of ESL and classroom teachers • Flexible curriculum • Smaller-group instruction • Intensive development of BICS and CALP • Differentiated instruction • Modeling and repetition • Scaffolding • Promoting motivation and engagement for effective learning • Sheltered content instruction • Content-based ESL instruction • Creating cooperative learning groups (with bilingual peer helpers if needed) • Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games, graphic organizers, multimedia

	<ul style="list-style-type: none"> • Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history) • Using age appropriate and culturally appropriate materials during lessons • Constant monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences etc.) <p>* Teaching students various test-taking skills and focusing on test terminology ** Using all these strategies during cluster periods</p>
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PS/IS 288 provides targeted intervention programs for ELLs in grades 3-8 in ELA and Math. All programs are offered in English with NLA support in order to enhance ELLs' literacy and math skills and improve their academic performance and test scores.

The Math Coach and literacy specialists who received ESL Professional Development turn-key to the classroom and cluster teachers. Our math coordinator reinforces the MacMillan McGraw Hill Math program in grades 3-5 and the McDougal & Little Series in grades 6-8. Our literacy specialists reinforce the Open Court Phonics program in grades K-2 and a new reading series, Scott Foresman Reading Street in grades 3-8. The Math Coach and literacy specialists provide direct ESL support, employ various visuals, manipulatives and effective hands-on strategies in their programs.

Our students also get additional help in our Math + ESL After School Program which they attend for two hours every Tuesday and Wednesday. The program is developed and co-taught by Math and ESL teachers and incorporates various components

of teaching Math content through the prism of ESL, its strategies, techniques and NLA support.

As of this year, our school plans to open an ESL Saturday School that will target ELLs' special needs and help to develop language skills. One of the priorities of the program will be to provide transitional support for former ELLs (for the first two school years after they pass the NYSESLAT) and monitor them.

There are some other supplemental services that PS/IS 288 offers to ELLs. We have an After School Home Tutor Program (e.g. help with homework or reinforcing work being done in school), consultation, translation/interpretation services for ELLs and their families that are provided to ELLs before and after school.

PS/IS 288 supports its ESL curriculum with lots of instructional materials and technologies:

- On Our Way to English Program by Rigby with all of its components (K-5)
- Leveled ESL library (A-Z levels, grades K-8)
- Running Records toolkit (K-8 grades)
- Audio Center with a leveled Audio Library (grades K-8)
- Multicultural and bilingual library (grades K-8)
- *Getting Ready for the NYSESLAT and Beyond* by Attanasio & Associates, Inc. (complete sets of NYSESLAT and ELA test prep books for grades K-8)
- *“Contact USA”* (1, 2 and 3), *“What A World!” Amazing Stories from Around the Globe* (1, 2 and 3) and *“What A Life!” Stories of Amazing People* by Longman (a complete set of workbooks in a beginning, high beginning, intermediate and advanced levels; grades 5-8)

- *Longman Picture Dictionaries (K-2)* and *Longman Photo Dictionaries of American English* (grades 3-8) sets
- Various grammar, vocabulary, reading and writing books and workbooks (K-8)
- Smart Boards (Math and Science, grades 3-8)
- computer-based technologies (laptops, desktops, TV, Internet, ESL software (alphabet and spelling programs for lower grade ELLs; stimulation and word-processing software for upper grade ELLs)

Native Language support is delivered in our Freestanding ESL program with a help of Native Speaker Software (word processors, desktop publishing and story-building software in students' native languages), bilingual picture dictionaries and literature about students' culture and history of the countries they came from. Also, such techniques and strategies as direct translation, spending 5-10 minutes of each class on various activities in student's native languages and language skills (speaking, listening, reading, writing) every day (e.g. mini-puzzle in Spanish) help the students to learn about other language structures, develop literacy skills in their native languages and then transfer them to learning English.

Our ESL teacher receives regular ESL professional development provided by the DOE. Last year she attended various ESL workshops and seminars including an *Effective Second Language Acquisition Seminar* that was held by Stephen Krashen, an international expert, author and leader in ESL Professional Development.

Every year our non-program staff (content-area teachers and classroom teachers) receive additional ESL professional development provided by DOE and on-site ELL training provided by an ESL teacher for about 7.5 hours per year. It helps our educators

to expand their skills and learn effective strategies and techniques for teaching ELLs in order to meet all their needs. Also, all teachers in PS/IS 288 have a constant access to various professional magazines, books, publications and websites describing different approaches in order to effectively teach ELLs in their classrooms and during cluster periods.

Parental involvement is very important in PS/IS 288. We have a PTA that provides parents with comprehensive resources and help them get involved and stay involved in the lives and education of their children. PTA holds meetings every month and discusses main issues our parents are interested in or challenges and problems they face. During these meetings we evaluate the needs of the parents analyzing the data received from various parents' questionnaires and surveys that are mailed to parents once a year. In the beginning of every school year our school organizes a special workshop for all parents where parents are taught to reinforce educational concepts at home (parents of ELLs are offered this workshop in their native languages and/or English).

Also, as it was mentioned before, parents of general education and ESL students receive various consultations regarding their children, their academic success and other issues on a daily basis. ESL parents are also provided with translation/interpretation services.

PS/IS 288 holds parent-teacher conferences every fall and spring. During these conferences parents have an opportunity to discuss their children's academic progress with all their children's teachers, who, in their turn, can address all the needs of the parents. Additionally, every year our school offers ELLs' parents ESL evening classes and ESL Saturday classes (which they can attend for free), organizes Cultural Events for

ESL parents and their children, invites all parents to volunteer and participate in different school events (such as Sport’s Day, Halloween Parade etc.) and go on field trips. Twice a year parents are invited to attend a Parent Unity Banquet where they have an opportunity to communicate with teachers and administration. All these involvement activities help educators and administration to understand, address and analyze the parents’ needs and provide a better service to them and their children.

The ESL program administrator periodically evaluates the ESL program using a database (LAB-R, NYSESLAT, Math, ELA, and Science scores; report card grades; ECLAS-2 and language proficiency levels) to determine if students are making progress and improving their English language skills as well as meeting or approaching academic standards.

2009-2010 LAB-R Scores
(Table 4)

Grade	Beginner	Intermediate	Advanced
K	5	6	3
1	1	1	
2			
3			
4			
5			
6			
7			
8			

**New York State English as a Second Language Achievement Test (NYSESLAT)
2008-2009
(Table 5)**

	Number Tested	Beginning	Intermediate	Advanced	Proficient
Listening and Speaking (Grades K-1)					
All Students	7	3	0	3	1
Special Education	0	0	0	0	0
Reading and Writing (Grades K-1)					
All Students	7	3	0	3	1
Special Education	0	0	0	0	0
Listening and Speaking (Grades 2-4)					
All Students	17	2	5	6	4
Special Education	4	2	2	0	0
Reading and Writing (Grades 2-4)					
All Students	15	1	6	5	3
Special Education	6	1	2	3	0
Listening and Speaking (Grades 5-6)					
All Students	15	2	6	4	3
Special Education	6	2	1	3	0
Reading and Writing (Grades 5-6)					
All Students	15	2	6	4	3
Special Education	6	2	1	3	0
Listening and Speaking (Grades 7-8)					
All Students	5	0	0	3	2
Special Education	4	1	3	0	0
Reading and					

Writing (Grades 7-8)					
All Students	5	0	2	1	2
Special Education	4	1	3	0	0
Listening and Speaking (Total)	44	6	11	17	1
All Students	14	4	7	3	5
Special Education					
Reading and Writing (Total)	44	7	13	14	0
All Students	14	5	6	3	0
Special Education					

Ten of our ESL students tested out of the ESL program.

As seen from an attached Language Allocation Policy worksheet (Part IV: Assessment Analysis) and the Table 1, the data patterns across proficiency levels (on the LAB-R and NYSESLAT) reveals that 25 ESL students in grades K-8 moved one or two levels up in comparison with the last 2008 NYSESLAT and 10 ESL students in grades K-8 attained English Language Proficiency and tested out during the administration of the 2009 NYSESLAT. Still, as it can be noticed from the NYSESLAT modalities scores, Reading and Writing modalities became the weakest areas for our ESL students last school year. As a result, it has affected instructional decisions and made all teachers working with ELLs modify their instructions in order to target these weak areas. It was decided to leave an instructional ESL plan the same for all ESL groups and subgroups, except devoting about 30%-40% of the instructional time to improve ELLs' most needed skills. All teachers working with ELLS will use mini-lessons and teach writing, grammar, and reading strategies and constantly monitor students' comprehension and progress.

Another important fact drawn from the NYSESLAT data analysis is that there is an equal number of students in grades K-8 who became proficient in 2008-2009 school year. However, as we had more ELLs in Kindergarten (13 ELLs) than in any other grade a number of proficient ELLs should have been higher in this grade. Also, the data shows that none of the ELLs in grade 5 became proficient last school year. Thus, both groups automatically became our target groups.

Thirty seven ELLs took the State ELA exam in grades 3-7.

2008-2009 ELA exam scores (ELLs in grades 3-7)

(Table 6)

Grade	# Scoring at Level 1	# Scoring at Level 2	# Scoring at Level 3	# Scoring at Level 4
3	3	3	1	
4	4	2	3	
5		3	1	
6		8	4	
7		4	1	
8	1	2	1	

Forty-one ELLs in grades 3-7 took the New York State mathematics test.

2008-2009 Math scores (ELLs in grades 3-7)

(Table 7)

Grade	# Scoring at Level 1	# Scoring at Level 2	# Scoring at Level 3	# Scoring at Level 4
3	3	2	5	
4	2	3	3	1
5		1	3	
6	2	4	7	
7		2	3	
8	1	1	2	

The LAP team found that the ESL students did not perform on the State and City tests as well as their mainstream counterparts. However, as drawn from the data, the test scores of our ELLs have improved for the last three years.

The team will address this problem by utilizing the following methods and strategies:

- Implementation of targeted intervention programs for ELLs in grades 3-8 in ELA and Math
- Providing more ESL professional development and support in the area of Second Language Acquisition for regular education teachers, cluster teachers and coaches
- Focusing on teaching and reinforcing test skills and test-taking strategies

All instructions are modified by teachers through formal and informal observations, analysis of assessments, students' progress, and the ELL Periodic Assessments. The ELL Periodic Assessments provide our ESL, classroom, and cluster teachers with detailed information about their students' progress, strengths and weaknesses and their English language development. They also help educators to plan their teaching instructions and focus on students' most needed areas.

The main criteria to evaluate our ESL program include the following:

- Observations of ESL classes and cluster classes providing ESL support and their analysis
- Effectiveness of ESL program (achievement of short-term and long-term goals)
- NYSESLAT and other Standardized tests (ELA, Math, Science) scores
- ECLASS scores
- ESL students' progress measured through analysis of the students' ESL and class work portfolios

