



P.S. 289

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 17K289
ADDRESS: 900 ST. MARKS AVE, BROOKLYN, NY 11213
TELEPHONE: 718-493-3824
FAX: 718-467-3735

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 289 **SCHOOL NAME:** The George V. Brower School

SCHOOL ADDRESS: 900 St. Marks Ave., Brooklyn, New York 11213

SCHOOL TELEPHONE: 718-493-3824 **FAX:** 718-467-3735

SCHOOL CONTACT PERSON: Dennis Jeffers **EMAIL ADDRESS:** djeffer@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tracia Gill

PRINCIPAL: Dennis Jeffers

UFT CHAPTER LEADER: Dorothy Connelly

PARENTS' ASSOCIATION PRESIDENT: Solidad Vasquez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** 410

NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Rhonda Hurdle-Taylor

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 |
|------------------|--|-----------|
| Dennis Jeffers | *Principal or Designee | |
| Dorothy Connelly | *UFT Chapter Chairperson or Designee | |
| Solidad Vasquez | *PA/PTA President or Designated Co-President | |
| Elsa Cumberbatch | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| | 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 | |
| Kelvin Fraser | Member/Staff | |
| Brian Roberts | Member/Staff | |
| Lino Gomez | Member/Staff | |
| Deverne Greene | Member/Parent | |
| Jacquelin Floyd | Member/Parent | |
| Tracia Gill | Member/Parent | |
| | 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.

The George V. Brower School, P.S. 289, is located in a culturally diverse community of Crown Heights, Brooklyn. This Pre-Kindergarten to fifth grade school serves a population of approximately 750 students from culturally diverse backgrounds. Crown Heights is a community with many immigrants.

Built in 1959, P.S. 289 was renamed The George V. Brower School in honor of Mr. George Brower. Mr. Brower held the position of Commissioner of Parks in the 1800's. The school is bordered on the eastern end by what was once called the Bedford Park, now The George V. Brower Park. The school building is well kept and maintained by the custodial staff. The work of the students can be seen prominently displayed throughout all three floors.

A neighbor to the world's first children's museum, the Brooklyn Children's Museum is one of our collaborating agencies. Other collaborating agencies include Medgar Evers College which provides peer mediation during a time of crisis; DARE Program - a program supported by officers of the 77th precinct which provides training in ethics, multiculturalism and moral values to our students.

For many years, P.S. 289 was the only barrier-free school in District 17. Because of our ability to accommodate the needs of physically challenged students, an association was developed with P.S. 396 in District 75 to accommodate more than 100 SIE VII and SIE III students. Today, P.S. 289 continues to house students and staff of P.S. 396 at P.S. 289.

Our student population is heterogeneously grouped within each grade, with one accelerated class on each grade. There are two pre-kindergarten classes, five kindergarten classes, five first grade classes, six second grade classes, six third grade classes, six fourth grade classes, five fifth grade classes and one inclusion class on each grade level. There are four self-contained classes serving grade levels Kg, 1, 2/3, 3/4 and grade 4/5. Due to the large number of students that fall below the federal poverty guidelines, P.S.289 receives Title 1 funding to supplement our instructional program.

P.S. 289 also employs the practice of multiyear assignment, which allows selective teachers from grades one to four to loop with their classes to the next grade level, spending two to three years with the same group of students. The benefits of this practice enable teachers to hit the road with their students in September, picking up where they left off in June. Teachers are familiar with the learning styles and the academic levels of their students. This practice has also resulted in increased performance by the students of the looping classes. This creates somewhat of a competition among teachers in an attempt to perform better than the looping classes on the individual grades.

The student body is served by 110 professionals and support staff, including one (1) principal, two (2) assistant principals, one (1) IEP teacher, sixty five (65) teachers, two (2) guidance counselors, twelve (12) paraprofessionals, two (2) secretaries, one (1) school safety officer, nine (9) school aides and other support staff.

The vision of The George V. Brower School is to work collaboratively with our parents and the community-at-large to provide a safe, healthy learning environment and to ensure a well-rounded quality education for all our students in order that they may reach and surpass all city and state standards, and become productive citizens in their future lives.

The **mission** of our school is to ensure excellence for all students including English Language Learners, Special Education and high achieving students by providing a challenging instructional program, an innovative and capable staff, and the resources and materials necessary to ensure success for all students.

P.S. 289 is distinctive in the following ways:

- We are one of the leading schools with exemplary P.B.I.S. practices and behaviors
- We practice multiyear assignment
- Our staff members are empowered to lead and to assume leadership roles
- Professional Grade Learning Communities are held four times per month with or without a supervisor
- Our hallway bulletin boards are given constructive pictorial feedback
- P.S. 289 is one of the schools with the lowest student suspension rates in the City
- Displays of students' art work can be seen throughout the school

Our Greatest Accomplishments over the last couple of years are as follows:

- We were recognized for closing the achievement gap for three consecutive years
- We received a grade "B" on the first school report card, a grade "A" on the second school report card and a grade "B" on the third school report card.
- Our scores improved within our special education population
- Our attendance has improved over the past couple of years

Our most significant aids to the school's continuous improvement are:

- We have excellent teacher retention rate
- Our teachers are dedicated in that they are willing to stay beyond the dismissal time
- Our paraprofessionals go above and beyond the call of duty
- Our teachers assume leadership roles
- We have a significant number of teachers trained in Administration and Supervision

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|---|---------------------------|---------------|--------|--------------------------|--------------|
| School Name: | p.s. 289 George V. Brower | | | | |
| District: | 17 | DBN #: | 17K289 | School BEDS Code: | 331700010289 |

| DEMOGRAPHICS | | | | | | | | | |
|---|---|---------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|----------------------------|
| Grades Served in 2009-10: | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| 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 | 36 | 35 | | 90.2 | 92.0 | TBD | | |
| Kindergarten | 99 | 102 | 94 | | | | | | |
| Grade 1 | 135 | 133 | 126 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 147 | 106 | 103 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 113 | 137 | 114 | | 90.9 | 90.2 | TBD | | |
| Grade 4 | 135 | 117 | 129 | | | | | | |
| Grade 5 | 123 | 105 | 108 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | 0 | 0 | 0 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 0 | 0 | 0 | | 80.1 | 0.0 | 90.2 | | |
| Grade 8 | 0 | 0 | 0 | | | | | | |
| 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 | | 21 | 32 | TBD | | |
| Grade 12 | 0 | 0 | 0 | | | | | | |
| Ungraded | 5 | 4 | 13 | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 792 | 740 | 722 | | 3 | 2 | 8 | | |
| 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 | 52 | 49 | 63 | Principal Suspensions | 0 | 0 | TBD | | |
| No. in Collaborative Team Teaching (CTT) Classes | 56 | 45 | 57 | Superintendent Suspensions | 0 | 1 | TBD | | |
| Number all others | 36 | 42 | 21 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs: Total Number (As of October 31) | | | |
| | 2007-08 | 2008-09 | 2009-10 | | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | | | | CTE Program Participants | 0 | 0 | 0 |
| # in Trans. Bilingual Classes | 0 | 0 | 0 | Early College HS Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 | | | | |
| # receiving ESL services only | 17 | 19 | 29 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 0 | 0 | 7 | (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 | 70 | 69 | TBD |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | 9 | 8 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | 26 | 24 | TBD |
| | 0 | 0 | | | | | |
| | | | | 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 | 98.6 | TBD |
| American Indian or Alaska Native | 0.8 | 0.4 | 0.7 | Percent more than two years teaching in this school | 82.9 | 78.3 | TBD |
| Black or African American | 86.4 | 87.6 | 84.1 | Percent more than five years teaching anywhere | 71.4 | 72.5 | TBD |
| Hispanic or Latino | 9.5 | 8.2 | 11.4 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 1.1 | 1.2 | 0.6 | Percent Masters Degree or higher | 90.0 | 96.0 | TBD |
| White | 2.3 | 0.8 | 1.4 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 90.0 | 92.5 | TBD |
| Multi-racial | N/A | N/A | | | | | |
| Male | 55.2 | 54.1 | 51.7 | | | | |
| Female | 44.8 | 45.9 | 48.3 | | | | |

| 2009-10 TITLE I STATUS | | | | |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | <input type="checkbox"/> Title I Targeted Assistance | | <input type="checkbox"/> Non-Title I | |
| Years the School Received Title I Part A Funding: | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | |
|--|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| <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) | | | | |
| Restructuring (Advanced) | | | | |

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

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
|--|--------------------------------|------|---------|------------------------|------|--------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate** | Progress Target |
| All Students | ✓ | ✓ | ✓ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | - | - | - | | | | |
| Black or African American | ✓ | ✓ | ✓ | | | | |
| Hispanic or Latino | ✓ | ✓ | ✓ | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | - | - | - | | | | |
| Multiracial | N/A | N/A | N/A | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | ✓ S H | ✓ | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | ✓ | ✓ | ✓ | | | | |
| Student groups making AYP in each subject | 5 | 4 | 3 | | | | |

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 | B | Overall Evaluation: | NR |
| Overall Score | 57.6 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 8.2 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 18.8 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 26.8 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 3.8 | 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?
-

P.S. 289 has identified the following student performance trends:

ELA: There is noticeable differences in grades 3, 4 and 5. Students performed poorly in the following areas:

- Summarizing the main idea
- Determining the main idea inferred from text
- Making prediction and drawing conclusions
- Identifying details to support the main idea.

To support students in these areas, members of the Inquiry team are focusing on main idea as the learning target. The members believe that when students understand a passage, they would then be able to predict and draw conclusions accurately.

Based on the predictive assessments, students in grade 3 are on par with students throughout the District. Grades 4 and 5 students are 1-2% below the District level.

MATH: The noticeable deficiencies in Math throughout grades 3, 4 and 5 are as follows:

- Measurement
- Decimals

The teachers receive support from the Title 1 push in/pull out staff. These academic intervention sessions will support the students in identifying the skills and strategies needed to master the above deficiencies.

Based on the predictive assessments, students in grade 3 are achieved 62%. This is 9% less than the District. Students in grade 4 achieved 71%. This is 4% less than the District. Students in grade 5 achieved 61%. This is 8% less than the District.

P.S. 289 is distinctive in the following ways:

- We are one of the leading schools with exemplary P.B.I.S. practices and behaviors
- We practice multiyear assignment
- Our staff members are empowered to lead and to assume leadership roles
- Professional Grade Learning Communities are held four times per month with or without a supervisor
- Our hallway bulletin boards are given constructive pictorial feedback
- P.S. 289 is one of the schools with the lowest student suspension rates in the City
- Displays of students' art work can be seen throughout the school

We have five Inquiry Teams at P.S. 289. Two main core teams are as follows:

- a. Bottom third of targeted students
- b. Common Core State Standards Inquiry Team
- c. Grade 3 Inquiry Team
- d. Grade 4 Inquiry Team
- e. Grade 5 Inquiry Team

Our Greatest Accomplishments over the last couple of years are as follows:

- We were recognized for closing the achievement gap for three consecutive years
- We received a grade "B" on the first school report card, a grade "A" on the second school report card and a grade "B" on the third school report card.
- Our scores improved within our special education population
- Our attendance has improved over the past couple of years

Our most significant aids to the school's continuous improvement are:

- We have excellent teacher retention rate
- Our teachers are dedicated in that they are willing to stay beyond the dismissal time
- Our paraprofessionals go above and beyond the call of duty
- Our teachers assume leadership roles
- We have a significant number of teachers trained in Administration and Supervision
- Our teachers are using data to plan, drive and differentiate their instruction.

The Principal and staff work collaboratively to create a calm, respectful and orderly environment in which learning can take place.

Students benefit from a standards-based curriculum, including art and technology, with resources that supports learning.

Through regular use of a wide range of relevant data, leaders and faculty have an understanding of the performance and progress of individuals, by group and by subject, which informs instruction and organizational adjustments.

The school has established effective systems for monitoring teaching practice with a clear focus on improving instructional practices.

The school's systems and partnerships support students and their families in continual learning and promote students' personal growth and development.

Leaders use a wide range of data to regularly evaluate the effectiveness of organizational decisions, interventions, professional development supports and deployment of staff and to make adjustments as necessary.

P.S. 289 has been recognized for four consecutive years by the State Education Department for closing the achievement gap. We are proud of this achievement; however, we recognize that helping students to achieve at the highest level is an ongoing process that provides endless challenges. For this reason, teaching and learning, and the quest for educational excellence is our goal.

Four years ago, we implemented P.S.I.S. (Positive Behavior Intervention and Support) at P.S. 289. The philosophy of this program envisioned the notion that if students focused on modeling good behavior, there would be less classroom disruptions and students will achieve at the highest level. Our P.B.I.S. program has helped us to become a model public school in New York City. We believe that our academic success is directly related to this practice in our School.

There are several inquiry teams at P.S. 289. One team focuses on grades K-2 students while the others look at bottom third students on grades 3-5. Another inquiry team is currently focusing on the effect the use of the common core standards are having with the lower functioning students in grades K-5

Our most significant barriers are as follows:

We need to put more effort into getting parents involved in the education of their children and being a part of the school community by coming out to parent workshops, meetings, etc.

We need to promote greater consistency in differentiated instruction based on data so that lesson planning reflects purposeful groupings, students are challenged, tasks accommodate different learning styles and questioning extends thinking, to maximize student learning.

We need to extend and expand communication and collaboration with parents to increase their capacity to assist in their child's learning and to enable them to track progress towards attaining set goals.

We need to extend the analysis of assessment data in all content areas to inform goal setting at all levels.

We need to strengthen teachers' response to all student work, to reflect guiding comments and level of performance, to convey high expectations and clear next steps.

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.

SMART GOAL #1: To improve student performance and student progress of all special education students.

All classroom teachers in grades three to five will monitor the progress of a targeted at-risk student group in their class to build students' comprehension and problem solving skills and move these targeted students at least ½ year on their reading levels from September to June, 2011. (This represents an average of moving our targeted at risk students an average of 5-6 reading levels from Sept. to June.)

SMART GOAL #2: To improve student performance in Math

Of the 348 students to be tested in grades 3, 4 and 5, we will achieve an increase from 53.2% (185 students) proficient in math in 2010 to 60% (208 students) proficient in math in 2011.

SMART GOAL #3: By June, 2011, all staff will participate in ongoing professional learning communities to expand teaching around differentiated instruction based on assessment data.

Using in house assessment data to plan instruction and using information received during discussions in professional learning communities, students will show a 15% overall increase in their end of unit assessments and teacher made assessments by June, 2011 when compared to their assessment results in September, 2010.

SMART GOAL #4: Improve student achievement in English Language Arts

Of the 348 students to be tested in grades 3, 4 and 5, we will achieve an increase from 46.2% (160 students) proficient in ELA in 2010 to 55% (191 students) proficient in ELA in 2011.

SMART GOAL #5: To extend and expand communication and collaboration with parents to increase their capacity to assist in their child's learning.

By June, 2011, parent participation in school activities will increase by 50% from 40 families participating in 2009-2010 to 60 families participating in 2010-2011.

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): _____

| | |
|---|---|
| <p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To improve student performance and student progress of all special education students.</p> <p>All classroom teachers in grades three to five will monitor the progress of a targeted at-risk student group in their class to build students’ comprehension and problem solving skills and move these targeted students at least ½ year on their reading levels from September to June, 2011. (This represents an average of moving our targeted at risk students an average of 5-6 reading levels from Sept. to June.)</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> | <ul style="list-style-type: none"> • Data analysis by subgroups (gender, ethnicity, ELL, special ed) • Support from Title 1 and out of classroom personnel • Target bottom one third of students for Inquiry Team study • Use of ARIS to retrieve data • Differentiation of instruction/lessons • Formal and informal observations • Grade level and faculty professional learning communities to discuss best practices to analyze data and to develop and plan lessons |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ul style="list-style-type: none"> • Fair Student Funding • Title 1 SWP • AARA • Title II |

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Formal and informal observations • Agendas and attendance from meetings • Examples of data analysis • Examples of lessons developed in planning meetings • Targeted students progress will be monitored by Inquiry Team members and Title 1 AIS teachers |
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Subject/Area (where relevant): _____

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| <p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>To improve student performance in Math Of the 348 students to be tested in grades 3, 4 and 5, we will achieve an increase from 53.2% (185 students) proficient in math in 2010 to 60% (208 students) proficient in math in 2011.</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> | <ul style="list-style-type: none"> • Data analysis by subgroups (gender, ethnicity, ELL, special ed) • Support from Title 1 and out of classroom personnel • Target bottom one third of students for Inquiry Team study • Use of ARIS to retrieve data • Differentiation of instruction/lessons • Formal and informal observations • Grade level and faculty professional learning communities to discuss best practices to analyze data and to develop and plan lessons. • Teacher/Student and student/student accountable talk using math vocabulary • Design assessment rubrics collaboratively with students |
| <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> | <ul style="list-style-type: none"> • Title 1 Parent Involvement Allocation • Title 1 ARRA SWP • Title 1 SWP • Title II |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Formal and informal observation write ups • Agendas and attendance from meetings • Examples of data analysis • Examples of lessons developed in planning meetings • Targeted students progress will be monitored by Inquiry Team members and Title 1 AIS teachers |

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| | <ul style="list-style-type: none"> • Administration conferencing with students about their work through learning rounds |
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Subject/Area (where relevant): _____

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| <p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June, 2011, all staff will participate in ongoing professional learning communities to expand teaching around differentiated instruction based on assessment data. Using in house assessment data to plan instruction and using information received during discussions in professional learning communities, students will show a 15% overall increase in their end of unit assessments and teacher made assessments by June, 2011 when compared to their assessment results in September, 2010.</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> | <ul style="list-style-type: none"> • Lesson plans will be differentiated to meet the academic needs or strengths of individual students or student groups • Classroom lessons will demonstrate rigorous instruction or challenge students to engage in higher order thinking. • Teachers will question students using though provoking questions to stimulate critical thinking • We will use collaboratively designed rubrics to assess students' use of questioning techniques. • Lesson planning will reflect purposeful groupings • Tasks will accommodate different learning styles • Questions will extend thinking to maximize student learning. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ul style="list-style-type: none"> • Fair Student Funding • Title 1 SWP • ARRA |

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Formal and informal observations
- Learning walks
- Daily review of lesson plans

Subject/Area (where relevant): _____

Annual Goal #4

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Improve student achievement in English Language Arts

Of the 348 students to be tested in grades 3, 4 and 5, we will achieve an increase from 46.2% (160 students) proficient in ELA in 2010 to 55% (191 students) proficient in ELA in 2011.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Data analysis by subgroups (gender, ethnicity, ELL, special ed)
- Support from Title 1 and out of classroom personnel
- Target bottom one third of students for Inquiry Team study
- Use of ARIS to retrieve data
- Differentiation of instruction/lessons
- Formal and informal observations
- Grade level and faculty professional learning communities to discuss best practices to analyze data and to develop and plan lessons.
- Teacher/Student and student/student accountable talk using math vocabulary
- Design assessment rubrics collaboratively with students

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

Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.

- Fair Student Funding
- Title 1 SWP
- ARRA
- Title II

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Formal and informal observation write ups • Agendas and attendance from meetings • Examples of data analysis • Examples of lessons developed in planning meetings • Targeted students progress will be monitored by Inquiry Team members and Title 1 AIS teachers • Administration conferencing with students about their work through learning rounds |
|--|---|

Subject/Area (where relevant): _____

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| <p>Annual Goal #5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>To extend and expand communication and collaboration with parents to increase their capacity to assist in their child's learning. By June, 2011, parent participation in school activities will increase by 50% from 40 families participating in 2009-2010 to 60 families participating in 2010-2011.</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> | <ul style="list-style-type: none"> • Annual Family Literacy Night • Getting at least 75 parents to attend monthly PA meetings • Family Science Inquiry Night • Family Jeopardy Social Studies Night • Title 1 Parent Day • Grade specific monthly newsletter to parents • Monthly student progress reports to parents • Ongoing use of dedicated ARIS computers for parents • Distribution of grade specific monthly newsletters for parents |

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| <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> | <ul style="list-style-type: none"> • Title 1 Parent Involvement Funding • Children First Funding • Title 1 SWP • Fair Student Funding • Title 1 ARRA SWP |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Workshop to train parents on the use of ARIS tools to examine their children's performance and support their academic progress. • Attendance and agendas from Annual Family Literacy Night • Attendance and agendas from Family Science Inquiry Night • Attendance and agendas from Family Jeopardy Social Studies Night • Attendance and agendas from Title 1 Parent Day • Sign in sheets for parents using the dedicated ARIS computers |

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 | | | N/A | N/A | 2 | | 3 | |
| 1 | | | N/A | N/A | 3 | | 2 | |
| 2 | 18 | 3 | N/A | N/A | 1 | | 4 | |
| 3 | 9 | 19 | N/A | N/A | 48 | | 1 | |
| 4 | 55 | 33 | 55 | 55 | 38 | | 1 | |
| 5 | 57 | 41 | 57 | 57 | 48 | | 3 | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|--|
| ELA: | <p>Read 180 is a researched based intervention program that is designed to meet the needs of students in grades 4 & 5 whose comprehension skills are below proficiency. The students' individual needs are addressed through small group instruction 4x a week during the school day. Read 180 is designed to meet the students' needs through instructional software, high interest literature & direct instruction in reading, writing/vocabulary.</p> <p>Soar to success is a small group reading intervention program. We use authentic literature, reciprocal teaching, and graphic organizers in fast-paced lessons to assist third graders and accelerate their reading growth. Students are serviced three days a week for forty five minutes in groups of five to seven students during the school day.</p> <p>One of the programs used as an ELA academic intervention is the Wilson Reading System. The Wilson system is systematic phonics instruction. It clearly identifies a carefully selected and useful set of sound symbol relationships. This program addresses students who show difficulty with phonological coding deficits, including dyslexia. It is designed for students who struggle in reading specifically in decoding and spelling. The service is provided in a small group of 8 students continuously throughout the school day, including extended day.</p> |
| Mathematics: | <p>Students are targeted based upon teacher recommendation and assessment scores. We track students' performance as they are tested periodically to ascertain whether they are meeting prescribed goals. Intensive re-teaching is directed at students who demonstrate continued weakness in specific skill areas.</p> <p>Saxon Math is a program designed to provide students with a variety of materials that facilitate discovery, practice and review. Lessons are arranged sequentially along with worksheets that review and reinforce previously taught concepts or skills. The program is an excellent vehicle for both small group and one-on-one instruction. Service is provided before the school day (extended day) – Monday through Thursday, from 8:00 – 8:37a.m.</p> |
| Science: | <p>Students receive additional tutoring during the school day.</p> |

| | |
|--|---|
| Social Studies: | Students receive additional tutoring during the school day |
| At-risk Services Provided by the Guidance Counselor: | Provides individual and /or group counseling; classroom guidance experiences in areas such as conflict resolution, problem solving, career planning and sexual harassment. Serves as consultant and resource personnel to school, staff and parents. Establishes effective outreach to parents to provide information on available services and resources. Provides guidance and counseling to facilitate the transition of students to higher level schools. Collaborates with community agencies and other community resources to foster opportunities for maximal development of student potential. |
| At-risk Services Provided by the School Psychologist: | N/A |
| At-risk Services Provided by the Social Worker: | "At-Risk "students receive 1.) Behavioral Modification/Incentive-based therapy (program) 2.) Individual Counseling 1:1 (method of delivery) 3.) Sessions occur 1-2 times weekly for three students and Bi-weekly for the other three students. |
| At-risk Health-related Services: | N/A |

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ 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.

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: P.S. 289 BEDS Code: 17K289

| 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 | (e.g., \$9,978) | (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) |
| Purchased services - High quality staff and curriculum development contracts. | (e.g., \$5,000) | (Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | (e.g., \$500) | (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) |
| Educational Software (Object Code 199) | (e.g., \$2,000) | (Example: 2 Rosetta Stone language development software packages for after-school program) |
| Travel | | |
| Other | | |
| TOTAL | | |

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.
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.

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.
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.
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>.

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: | 666,964 | 142,658 | 809,622 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 6,670 | 1,428 | 8,098 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 33,349 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 66,696 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

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

N/A

* 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.

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

SCHOOL PARENT INVOLVEMENT POLICY

PART 1 – GENERAL EXPECTATIONS

The George V. Brower School (P.S.289) agrees to implement the following statutory requirements.

- The school will put into operation programs, activities and procedures for the involvement of parents of Title 1 eligible students consistent with **Section 1118 – Parental Involvement** of Elementary and Secondary Education Act (ESEA). The programs , activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title1, Part A parental involvement requirements , to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP) , parents with disabilities, and parents of migratory children. This will include providing information and school reports required under **Section 111 – State Plans** 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 1, Part A program in decisions about how the Title 1 , Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

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- Parental Involvement of ESEA.**

PART 11 DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

• The school will , to the extent feasible and appropriate , coordinate and integrate parental involvement programs and activities with Super Start Plus for Pre-school Youngsters, the Learning Leaders program and other programs , and conduct and \or encourage participation in activities, such as Parent Resource Center, that support parents in more fully participating in the education of their children by:

- >> inviting parents to attend open school day\ night , so they can meet with their child’s teacher :**
- >> providing workshops for the parents in the areas that will address their needs : for example, managing money , helping your children at home;**
- >> having a share session for parents, when they can meet and share ideas with each other;**
- >> inviting parents to participate in the P.B.I.S. Family Literacy Night;**

• 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 Title 1 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 by:

- >> advertise parent coordinator’s parent workshops, PA meetings and all other events on outside board**
- >> sending home newsletters and calendars of programs and upcoming events;**
- >> Sending letters home to parents, written in English, Spanish and Haitian Creole**

Subject/Area (where relevant): Parent Involvement

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Increase parental participation by 10% in the following areas: *Parent workshops held by Parent Coordinator *PA monthly meetings *Return of the Learning Environment Survey *Learning Leaders Volunteer Program *Open school (afternoon and evening)</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>*Parent Coordinator will conduct survey to determine areas of interest for Parent Workshops Topics *Increase the distribution of parental notices for parent workshops, PA meetings etc. by classroom teachers *Staff(administration, teachers, paraprofessionals, school aides and security) will actively encourage parents to attend workshops and PA meetings and all parental activities *Send notes of appreciation to parents, who attend parental activities frequently.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>*Parent Coordinator *Teachers *Principal *Assistant Principals *Title 1 funds to purchase refreshments, raffle items, Metro cards and supplies for workshops</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p> | <p>*Survey parents by class to see how often they receive flyers concerning parent activities *Monitor attendance sign-in sheets for parent workshops, PA meeting, Parent/Teacher Conference, P.B.I.S. Family Literacy Night, Title I meetings, etc. *Monitor Learning Leaders volunteers to determine frequency.</p> |

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.

The school administers in-house assessments on a regular basis to students in grades Kindergarten to grade 5. The results of these assessments are broken down by skill, gender and nationality. The data is then discussed with Administration and the staff. Students needing academic intervention participate in our extended day program, our push in/pull out program and our afterschool program. This is an ongoing process.

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

The students participate in extended day, push in/pull out and afterschool programs. In addition, our grade 4 and grade 5 students participate in READ 180, a literacy program to improve reading strategies and comprehension.

Our teachers participate in the writing of our enriched thematic Core Knowledge curriculum.

Our underserved, low academic achieving children and those at risk of not meeting the State academic content standards receives academic intervention from our Title 1 staff throughout the day. These students also participate in our intensive extended day program. Our guidance counselors, resource room teacher, social worker, school psychologist, ESL teacher and IEP teacher participate in offering academic intervention services and counseling to our students.

Our Inquiry teams meet daily to work with our lowest third performing students. There are two teams that focus on grade 2 and grade 4. Information and data are shared with the classroom teachers who are also a part of the Inquiry Teams.

In addition, SEE PAGES 15 - 20

3. Instruction by highly qualified staff.

Staff members who are not highly qualified received professional development to assist them both in house and in locations through-out the City. Staff members who are working on their qualifications and are qualified using the criteria set forth by the City, receive tuition reimbursement at the CUNY rate

P.S. 289 will continue to provide more effective and current teaching materials, including the use of technology. We will continue to establish high standards for student performance, utilizing assessments of student progress that involve multiple measures of student performance. For example, periodic assessments and in house assessments. We will continue to provide ongoing intensive professional development and implementing programs to target high risk students.

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.

All staff members receive ongoing professional development to enable the students to meet the State's student academic standards.

Experts familiar with authentic literacy and math instruction as well as other content areas will provide professional development to all staff members. Experts will work individually with teachers in their classrooms, conduct workshops for staff and parents in all curriculum areas, with a focus on math, reading and science. P.S. 289 will connect with colleges such as Teachers' College, NYU and Columbia University to present workshops and programs to teachers in the areas of reading and writing.

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

Providing ongoing and intensive professional development. Designing more personalized programs so that staff can know students individually and follow their social and academic progress closely through the use of differentiated strategies including cooperative learning and team teaching.

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

P.S. 289 conducts parent meetings on a weekly basis (Wednesdays) by the Parent Coordinator. The topics vary and include preparation for the citywide ELA and Math exams. Additionally, P.S. 289 hosts an annual Family Literacy Night with a turnout of over 300 family members.

The following is a list of events that P.S. 289 participates in annually.

- **Annual Family Literacy Night**
- **Getting at least 75 parents to attend monthly PA meetings**
- **Family Science Inquiry Night**
- **Family Jeopardy Social Studies Night**
- **Title 1 Parent Day**
- **Grade specific monthly newsletter to parents**

- **Monthly student progress reports to parents**
- **Ongoing use of dedicated ARIS computers for parents**
- **Distribution of grade specific monthly newsletters for parents**

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.

Our preschool children receive instruction in all curriculum content areas which serves as a foundation for transition into Kindergarten.

Students receive book bags with books to read over the Summer. Parents receive a welcome letter at the end of school in June welcoming them to school for September. They also receive an orientation at the opening of school in September. Our Parent Coordinator works very closely with the parents to answer their questions.

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

Teachers administer in house assessment on a daily basis. The results of these assessments are shared with teachers and Administration. Professional development takes place on the effective use of data to drive instruction.

During the grade professional learning communities and faculty conferences, teachers are given opportunities to share and make suggestions for improvement. In addition, surveys are used throughout the year to reach those teachers who may not want to speak out in conferences.

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.

Instruction is differentiated to meet the needs of students. Deficiencies are identified and the students receive tutoring in their area of deficiency. The students are reassessed over a period of time.

In Addition, SEE PAGES 23 – 24

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.

The students participate in assemblies on violence prevention and bullying. These assemblies take place with our SAPIS worker and our guidance counselors. Administration also participates in these workshops.

Student representatives on each grade participate in the Nutrition committee which meets twice per month.

The Guidance Counselor and Parent Coordinator invite outside agencies into the school to conduct workshops throughout the year on violence prevention, nutrition and housing. Additionally, the guidance counselor conducts in house workshops on violence prevention and identification of child abuse. Our Pre-K teachers attend workshops throughout the school year. Our Dietician has a committee comprised of students from grades 1 – 5 with a focus on the food pyramid and cafeteria meal preferences.

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, or Local)</i> | Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i> | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. |
|--------------|--|--|--|---|
|--------------|--|--|--|---|

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

| | | (✓) | | | 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 | ✓ | | | ✓ | 14-20 |
| Title I, Part A (ARRA) | Federal | ✓ | | | ✓ | 14-20 |
| Title II, Part A | Federal | ✓ | | | ✓ | 14-20 |
| Title III, Part A | Federal | | | | | |
| Title IV | Federal | | | | | |
| IDEA | Federal | ✓ | | | ✓ | 14-20 |
| Tax Levy | Local | ✓ | | | ✓ | 14-20 |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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 20 students in temporary housing attending our school

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

The Guidance Department will aim at providing the following services:

- **Will provide families with assistance, information and guidance during enrollment, when needed.**
- **Will service students with individual and/or group counseling if appropriate.**
- **Will make sure that parents/ guardians are informed of the educational services and related activities available to their children within the school and in the immediate community.**
- **Will work in the coordination of such activities with school personnel and other agencies.**
- **Will provide parent /guardians with relevant information as to the opportunities available for them to participate in their children's education.**
- **Will ascertain the students needs for school supplies, uniforms, and any other necessary items and/or services, making sure these are procured so as to ensured these students full and equal opportunity to succeed in school.**
- **Will make appropriate, needed referrals to outside agencies.**

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 DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|---------------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 289 George V. Brower | | | | | |
| District: | 17 | DBN: | 17K289 | School | | 331700010289 |

DEMOGRAPHICS

| | | | | | | | | |
|----------------|-------|---|---|---|----|----------|---|--|
| Grades Served: | Pre-K | v | 3 | v | 7 | 11 | | |
| | K | v | 4 | v | 8 | 12 | | |
| | 1 | v | 5 | v | 9 | Ungraded | v | |
| | 2 | v | 6 | | 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 | 36 | 35 | 34 | | 90.2 | 92.0 | 91.2 |
| Kindergarten | 102 | 94 | 76 | | | | |
| Grade 1 | 133 | 126 | 96 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 106 | 103 | 108 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 137 | 114 | 101 | | 90.9 | 90.2 | 89.8 |
| Grade 4 | 117 | 129 | 111 | | | | |
| Grade 5 | 105 | 108 | 118 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 80.1 | 90.2 | 90.2 |
| Grade 8 | 0 | 0 | 0 | | | | |
| 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 | | 21 | 32 | 41 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 4 | 13 | 10 | Recent Immigrants - Total Number: | | | |
| Total | 740 | 722 | 654 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 3 | 2 | 8 |

| 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 | 49 | 63 | 50 | Principal Suspensions | 0 | 0 | 0 |
| # in Collaborative Team Teaching (CTT) Classes | 45 | 57 | 39 | Superintendent Suspensions | 0 | 1 | 3 |
| Number all others | 42 | 21 | 26 | | | | |

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 | 70 | 69 | 66 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 26 | 24 | 9 |
| # receiving ESL services only | 19 | 29 | TBD | | | | |
| # ELLs with IEPs | 0 | 7 | TBD | | | | |

| Number of Educational Paraprofessionals | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| These students are included in the General and Special Education enrollment information above. | 9 | 8 | 26 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 98.6 | 100.0 |
| | | | | % more than 2 years teaching in this school | 82.9 | 78.3 | 78.8 |
| | | | | % more than 5 years teaching anywhere | 71.4 | 72.5 | 89.4 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 90.0 | 96.0 | 92.4 |
| American Indian or Alaska Native | 0.4 | 0.7 | 0.9 | % core classes taught by "highly qualified" teachers | 90.0 | 92.5 | 98.2 |
| Black or African American | 87.6 | 84.1 | 82.4 | | | | |
| Hispanic or Latino | 8.2 | 11.4 | 12.8 | | | | |
| Asian or Native Hawaiian/Other Pacific | 1.2 | 0.6 | 1.5 | | | | |
| White | 0.8 | 1.4 | 2.3 | | | | |
| Male | 54.1 | 51.7 | 53.1 | | | | |
| Female | 45.9 | 48.3 | 46.9 | | | | |

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, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|---|--|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | P | |
| Overall Score: | 55.2 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | P | |
| School Environment: | 4 | Quality Statement 2: Plan and Set Goals | | | | P | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | P | |
| School Performance: | 9.2 | Quality Statement 4: Align Capacity Building to Goals | | | | P | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | P | |
| Student Progress: | 39.2 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 2.8 | | | | | | |

| | |
|--|---|
| 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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|---|-------------------------------------|
| Network Cluster 410 | District 17 | School Number 289 | School Name George V. Brower |
| Principal Dennis Jeffers | | Assistant Principal Ms. Bourne & Ms. Dolphin | |
| Coach | | Coach | |
| Teacher/Subject Area Yijun Han/ESL | | Guidance Counselor Ms. Welch | |
| Teacher/Subject Area Mr. Spencer/Math | | Parent | |
| Teacher/Subject Area Ms. Woode/Literacy | | Parent Coordinator Martha Williams | |
| Related Service Provider E. Cordora | | Other | |
| Network Leader Altagracia Santana | | Other Staff Developer - M. Babb | |

B. Teacher Qualifications

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

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

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 667 | Total Number of ELLs | 26 | ELLs as Share of Total Student Population (%) | 3.90% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. During registration, parents complete the HLIS forms and participate in the oral interview which is conducted in English as well as the native language of the child.
 - For all admits, eligibility for LAB-R testing is based on the responses to the Home Language Survey. The test is done once during the school year.
 - As new students register throughout the school year, the same process and criteria are used.
 - ELLs in our school are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Those who test out are deemed P(Proficient).
2. Our school's written translation and oral interpretation methods are used to ensure that parents understand the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL).
 - All parents are provided with appropriate and timely information in their language.
 - The written translation needs of the school are the following:
 - a. Home Language Surveys
 - b. Parent Survey and Program Selection Form
 - c. Translated parent notices from our school and the Department of Education.
 - The oral interpretation needs are the following:
 - a. Oral translation at the orientation session of the parents of newly arrived bilingual students.
 - b. Oral translation at parent interviews.
 - c. Oral interpretation when principal, guidance counselors, teachers have a conference with parents
 - d. Use of translators to make phone calls to parents when it is necessary
3. Parent Survey Program Selection forms and entitlement letters are distributed to parents in their native language.
 - The forms are printed in all the languages applicable to the parents so they can understand the process and make informed choices.
 - To further facilitate parental enrollment and understanding, all of these forms to parents are translated and distributed in their home language. If Parent Survey and Program Selection forms are not returned, translators on our staff are provided to facilitate meaningful communication between parents and administration/staff to ensure prompt response.
 - At the Parent Orientation, we discuss standards, assessments, school expectations, community resources as well as program choices. This helps parents of ELLs to become knowledgeable members of our school learning community.
4. Performance levels on the LAB-R determine ELLs' entitlement.
 - The new students who are entitled are tested with LAB-R and/or Spanish and placed in ESL program at our school.
 - Those students who have already been NYSESLAT tested last spring and scored on the B (Beginning), I (Intermediate) or A (Advanced) levels continue participating in SSL instructional program.
 - Our school strives to strengthen the home school relationship, increase parental participation in school activities and involve parents in the educational process. A school walk-through with translators is provided to inform ESL students and their parents about the school ESL program, school environment, and expectations.
5. The trend in program choices that parents have requested is that 90% of parents have chosen ESL services rather than bilingual or Dual Language instruction.
 - Their most often expressed sentiments is that they want immersion in the new language, English, along with support of ESL services which they feel helps their children learn English faster.
 - The minority of native Spanish speaking parents request bilingual and/or dual language.
 - The majority of native Haitian Creole speaking parents request the ESL program, with a small number requesting bilingual and/or dual language.
 - Parents who are native speakers of other languages predominantly select ESL.
6. The ESL program offered at our school is aligned with parent requests. The few parents who request programs not available at our school are offered transfer options.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 5 | 4 | 6 | 7 | 1 | 3 | | | | | | | | 26 |
| Total | 5 | 4 | 6 | 7 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 26 | Newcomers (ELLs receiving service 0-3 years) | 24 | Special Education | 4 |
| SIFE | 2 | ELLs receiving service 4-6 years | 2 | Long-Term (completed 6 years) | |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 24 | 2 | 4 | 2 | | | | | | 26 |
| Total | 24 | 2 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 26 |

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

C. Home Language Breakdown and ELL Programs

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

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

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

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|---|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | |
| Other | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 2 | 3 | 2 | 3 | | 2 | | | | | | | | 12 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | 1 | 1 | 4 | 2 | 1 | 1 | | | | | | | | 10 |
| Haitian | | | | 1 | | | | | | | | | | 1 |
| French | | | | 1 | | | | | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 2 | | | | | | | | | | | | | 2 |
| TOTAL | 5 | 4 | 6 | 7 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1.
 - a. The organizational model is that our school provides ESL service to our ELLs through pull-out program.
 - b. The program models are Block (Class travels together as a group) and Ungraded (All students regardless of grade are in one class).
 - c. The ESLs are grouped homogeneously or heterogeneously as the situation demands.
 2.
 - a. The instruction and distribution of time is in accordance with part 154. Our B (Beginning) and I (Intermediate) level students receive 2 units (360 minutes) of ESL per week. Our A (Advanced) level students receive 1 ESL unit (180 minutes) and 1 ELA unit per week.
 3. a. Content Areas Instruction
 - The ESL teacher plans for the development of both social and academic language skills. The ESL teacher also demonstrate knowledge about:
 - 1) Current scientifically based research in the fields of ESL and Cognitive Theory.
 - 2) Providing academic intervention for ESLs who have the English language deficiency, or low academic proficiency.
 - 3) Differentiating ESL instructions to align with ESLs' prior knowledge and their needs.
 - The ESL teacher develops English language and cognitive skills through content topics and themes.
 - Content area instructions are designed to mediate the ESLs' learning of various proficiency classifications: new comers, long-term ESL beginners, intermediate and advanced proficiency levels.
 - The ESL teacher's lesson plans are aligned to meet NYC and NYS ESL Standards which there is differentiation for the needs of ESLs in our school.
 - Ongoing assessment strategies are used to determine movement towards NYC and NYS content area standards.
 - Instruction of our ESLs is explicit, direct and systematic, emphasizing construction of meaning, problem-solving critical thinking and vocabulary development in the content area.
 - b. Alignment of the ESL standards with the ELA standards
 - English language instruction is aligned to ESL standards and ELA standards.
 - The ESL teacher scaffolds instruction to support ESLs' participation in content area learning.
 - The ESL teacher uses visual and/or manipulative to promote ESLs' understanding of the main academic content.
 - The ESL teacher models the use of the English language in ways in which the ESLs are expected to participate.
 - During the instruction, the ESL teacher uses the cultures of the ESLs to connect prior knowledge with new language.
 - Teaching materials include a wide range of print, visual, and digital resources designed for the ESLs' English language and academic language proficiency.
 - English language functions and structure are taught within the content of lessons.
 - c. Methods and Strategies
 - The ESL teacher speaks slowly, models language and questions they ask themselves as they read aloud, speak aloud their thinking process to answer questions and how to find needed information, become aware of cultural differences, gain expertise knowing and implementing ELA and ESL standards, promote social interaction among all ESLs.
 - The strategies employed by ESL teacher include those highlighted in QTELC (Quality Teaching for ELLs) which focus on scaffolding. This strategy covers a wide range of techniques that includes modeling, bridging, contextualizing, schema building, text representation, and metacognitive development.
 - These strategies are used along with cooperative learning, phonics awareness, and independent reading and writing.
4.
 - a. Instructional plan for SIFE

- The ESL teacher provides SIFE ESLs with the literacy skills and concept development they have missed and help them develop enough academic English to survive in our school.
- The ESL teacher must help them build self-confidence and pride in themselves, their culture, and their language.
- The ESL teacher enriches the linguistic context for SIFE ESLs by using pictures, gestures, intonation, and other nonlinguistic cues,
- The ESL teacher enriches the context by drawing on students' interests and background knowledge.
- The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals and regalia.
 - 1) Manipulative, miniature objects, regalia.
 - 2) Visual (photos, pictures and drawings)
 - 3) Facial expression and pantomime
 - 4) Clear expression and articulation
 - 5) Short, simple sentences
 - 6) Eye contact with students
 - 7) High-frequency vocabulary
 - 8) More description through synonyms
 - 9) Prior content introduction (preview)
 - 10) Reduction of idiomatic expressions
- In order to accelerate the content-area learning for ESLs who have had an interruption in formal education our ESL program runs at extended time in the morning.
 - In order to enhance literacy development for our SIFE students, ESL strategies and/or native language instruction are utilized, So that their academic performance improves.
 - The ESL teacher applies stage of language acquisition, teaching practice in order to focus on phonics awareness, word families, word and sentence building and integrated area teaching and learning.
 - The ESL teacher modifies ESL teaching plans and makes curricular adaptations to teach SIFE students.
 - The ESL teacher focuses on word recognition developing vocabulary, reading comprehension, oral expression, daily writing and integrated content area learning to transfer one level to the next.
- b.
 - The ESL teacher uses scaffolding strategies and Balanced Literacy Reading strategies to develop students English language skills.
 - The ESL teacher meets with math teachers and literacy teachers on a regular basis to review ESLs' work as well as to plan the next phase of ESL instruction.
 - The ESL teacher designs learning activities that actively engage ESLs in ESL learning activities that build critical thinking skills.
 - The ESLs are required to write on daily basis across all subjects, using a variety written forms including retelling, paragraphs, summaries, stories, journals, brief reports, picture descriptions, charts and other graphs for math, social studies, and science information and explanation.
- ELA and ESL teachers collaborate on lesson-planning and instruction that are designed to amplify students knowledge in content area reading strategies, identifying text structures, content-area vocabulary, literary elements, and text-taking strategies in preparation for the ELA exam.
 - Instruction also focuses on the writing process in different genres, as well as the mechanics of writing and grammar conventions.
 - Recognizing the importance and effectiveness of instruction through technology, the advanced ESLs are enrolled in a reading intervention software program that is supplemented by classroom instruction in ELA.
 - The math instruction is delivered by a math teacher and an ESL teacher at the Block Time. ESL students acquire knowledge and reinforcement of math skills. Instruction is clear and explicit. Demonstration of the topic under consideration is employed through the use of the blackboard, charts, overhead project, computer and manipulative. Test preparation will be a part of ESL program as well, to prepare ESLs who are now required to take the standardized NYS Math exams.
- d.
 - In P.S.289 there are no long-term ESL students. If there were long-term ESL students in the school, they would be required to participate in a program that is aligned with mandated ESL and content learning standards and the core curriculum.
 - The long-term ESLs must participate in instructions that are aligned with both ESL standards and ELA standards.
 - The long-term ESLs participate in the Balanced Literacy program. This program assists the ESLs in developing their English language skills and reading comprehension.
 - Teachers work collaboratively to evaluate the students work and use data to ascertain the English language and cognitive demands of tasks aligned to NYC and NYS standards so that the long-term ESL student can demonstrate their learning through measurable products development, demonstrations, and exhibits.
- e.
 - The ESL teacher modifies ESL lesson plans and make curricular adaptations to teach those students who struggle to understand the basic concept.
 - Providing teacher-direction
 - Offering manipulatives (flashcards, out of sequence sentence strips)
 - Color-code elements (parts of speech, figurative language, quotes, and evidence in text)
 - Providing definitions/vocabulary/word bank
 - Providing a model of the type of writing expected (persuasive essay, memoir, comparison/contrast essay, a critical lens essay, a book review, an editorial, etc. for up graders)

- Guiding instruction with questions
- Providing sentences starters to help structure their writing
- Providing cloze passages (with or without word tanks)

B. Programming and Scheduling Information--Continued

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

- We have a pull-out intervention program to provide individualized instruction in listening, speaking, reading, and writing.
 - In this intervention program the first key to success is to engage ESLs in challenging theme-based activities to develop academic concepts. The range of intervention services is the following:
 - ESLs see the big picture so they can make sense of English language instruction
 - Vocabulary is repeated naturally as it appears in different content-area studies.
 - Because the curriculum makes sense, the ESL teacher makes ESLs more fully engaged and experience more success.
 - Because themes deal with universal human topics, all ESLs can be involved, and lessons and activities can be adjusted to different levels of English language proficiency.
- The ESL teacher delivers content knowledge and academic English proficiency to be nourished. In this instruction, academic content is taught to ESLs in a way that avoids and manipulates, and avoiding the use of idioms.
 - The ESL teacher encourages reading and celebrates accomplishment of reading many books or other written materials over time so that ESLs' fluency, language acquisition, vocabulary expansion, general knowledge, and specific content knowledge, are increased; also, understanding of concepts is depended.
 - The ESL teacher will do the following:
 - Providing a wide variety of reading materials
 - Providing adequate time of sustained reading with no other obligations, including writing or sharing
 - Allowing student self-selecting of reading materials by interest level
 - Providing opportunities to pursue a favorite author, genre, or area of interest
 - Allowing ESLs to take books and materials home
 - Providing appealing materials, books, colors, and pictures.
 - Increasing the amount of writing the ESL teacher asks ESLs to do to improve writing. Writing for others can be motivating, reinforces existing, helping form a sense of a community of learners, and introduces technology as having a purpose and benefit for others.
 - Sending invitations to classmates and others, notes to relatives, and postcards home to describe accomplishments
 - Color coding for multiple authors, feedback to peers with sticky notes, and highlighting favorite parts of a writing buddy's first draft.
 - Creating books and stories that can be illustrated by friends or younger students
 - Creating a class journal that everyone helps complete at the end of the day or week
 - Setting up e-mail pen pal and e-mailing parents and students
- The ESL teacher will improve ESLs' expository writing skills. The ESLs will:
 - Write a journal as diary
 - Write manuals, recipes, and how to directions
 - Write new stories
 - Retell a story
 - Create factual reposts, research papers

- 6) Perform note taking and summarizing
- 7) Write book reports
 - The ESLs will:
 - 1) Give details by using who, what, when, where, and why
 - 2) Tell procedure step-by-step
 - 3) Give directions, or tell how-to
 - 4) Recall, reflect, and recount

8. No programs/services for ESLs will be discontinued

9. The ESLs are afforded equal access to all school programs. Some ESLs participate in after school program. Some ESLs participate in extended time program.

10.

- There is library in ESL classroom. The school provides ESLs with appropriate textbooks, Phonics books, fiction and various materials and special resources that are needed ("Phonics A, B, C, D","Connecting Vocabulary A, B, C, D", Comprehension Connections A, B, C, D", "Quick Reads A, B, C, D", "Just Right P, A, B, C, D, E",and Math practice books.
- The ESLs use utilize technical, digital proficiency including, but not limited to maintenance of an electronic portfolio and learning log, research on the internet and the continued use of the computer.

11.

- In the ESL classroom the ESL teacher adds ESLs' native languages and cultures to the school curriculum, encourages parents of all groups to become involved in the school, using transformative models of teaching, and adopting types of assessment that show what ESLs can do.
- The ESL teacher finds out about the schooling of parents and siblings to determine the kinds of support ESLs can receive at home.
- The ESLs bring native languages' books home to read. Reading in native language develops the academic register of ESLs first language that reinforces English acquisition.
- An important strategy for drawing on ESLs' native languages and teaching academic content is Preview/View/Review. In this strategy, key concepts are introduced by the ESL teacher or parents in the students' native languages (preview).Then ESLs are given opportunities to work with those concepts in English (View). The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals, and realia. Finally, ESLs are allowed to review the concepts in their native language to clarify, summarize, and ask questions.
- The ESLs will actively participate in cultural celebrations in our school. Lessons will be conducted to build knowledge about cultural awareness and help ESLs gain a better understanding of the different cultures.

12. Yes, they do. Our school provides required services, and resources. They are following:

- Word Processors

Writing on a word processing is challenging to the ESLs. The ESLs are able to work on word processors, especially if the programs are designed with them in mind.

- Computer Networks

Computer networks can provide an important means for communicating with follow ESLs in English. Their electronic discussions allowed them to initiate and/of extend their discussions about whatever it was that they happened to be studying or doing as a result of assigned work.

- Games

Computer games can present simulations that call for the ESLs to make decisions and they can require interaction with others involved in the game. Computer games are currently available in content areas. For example, a math program introduces ESLs to the concept number lines, number pairs, and graph plotting. Computer games also include chess, word games, memory games, teasers with missing numbers, and many more.

- Videos

Videos show real people in compelling scenarios like soap operas that enable the ESLs to have input. Another use of interactive video is to teach the listening skills necessary for academic success. Finally, a video disk can also be used as a dictionary.

13. A school walk-through is provided to inform ESLs and their parents about the school procedures, school environment, and expectations.

14. Spanish, Haitian Creole, Arabic, French and Chinese are offered to the ESLs in our school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1.
 - The Professional Development Program will be a high quality and research-based program for our staff outlined in the school's comprehensive education plan. Professional development will engage all teachers of ELLs in a variety of high quality professional development activities, which will include studying ESL scaffolding strategies and content area teaching strategies that are aligned with the NYS ELA and ESL standards. Teaching and learning will have academic rigor in order to increase the number of ESLs who are proficient in English.
 - Our participating faculty will acquire through professional development activities:
 - 1) ESL methodologies and scaffolding strategies for improving instruction and promoting English language proficiency for ESLs through workshops.
 - 2) Use of authentic learning, hands-on activities, use of manipulatives, cooperative learning.
 - 3) The ability to engage in performance based assessment that provides qualitative data.
 - 4) The opportunity to collaboratively participate in small study groups regularly which allow for action research and sustain ability of effective teacher practices.
 - 5) The means to network and share successful teaching practices with other colleagues.
 - Our professional development activities accountability will be evidenced by: agendas, training materials, focus groups, surveys, questionnaires, workshop evaluation-self assessment forms, attendance sheet, journal writing.
2.
 - The school Professional Development Program will provide staff with skills in both content and pedagogy and by providing instruction on hands-on techniques and standards based content.
 - It will provide interdisciplinary approach with literacy skills, math skills, science and social studies skills, as well as, the arts and activities that are easily integrated in the classroom. All staff will learn through song and dance hypothesizing, and experimenting and recreating our built and natural environment in order to assist our ESLs as they transition from elementary to middle school.
3.
 - 1) Our professional development plans for 2010-2011 school year are designed to promote high levels of academic achievement while integrating second language instruction. The 1-5 hours of ELL training for all staff will be fulfilled.
 - 2) The following professional activities are planned which are based on teacher's need and teachers' choice:
 - As it is offered: QTEL training for all teachers serving ESLs who did not have the opportunity to participate in it yet.
 - September: A comparison between first and second language acquisition
 - October: The process of learning a second language
 - November: Using educational assessment strategies and data to inform and differentiate instruction
 - December: Reading comprehension strategies for ESLs
 - January: Training of content area teachers in ESL strategies
 - February: Portfolio Assessment and practical uses of it
 - March: Classroom management strategies for differentiated instructional practices
 - April: Using NYSESLAT to inform instruction in ESL class

E. Parental Involvement

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

1.
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 - c) The ability to engage in performance based assessment that provides qualitative data.
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 - It will provide interdisciplinary approach with literacy skills, math skills, science and social studies skills, as well as, the arts and activities that are easily integrated in the classroom. All staff will learn through song and dance hypothesizing, and experimenting and recreating our built and natural environment in order to assist our ESLs as they transition from elementary to middle school.
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 - February: Portfolio Assessment and practical uses of it
 - March: Classroom management strategies for differentiated instructional practices
 - April: Using NYSESLAT to inform instruction in ESL class

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 4 | 3 | 6 | 6 | | 1 | | | | | | | | 20 |
| Intermediate(I) | | 1 | | | 1 | 1 | | | | | | | | 3 |

| | | | | | | | | | | | | | | |
|--------------|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| Advanced (A) | 1 | | | 1 | | 1 | | | | | | | | 3 |
| Total | 5 | 4 | 6 | 7 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |

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

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

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

| NYS Science | | | | | | | | | |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | 3 | | | | | | 3 |
| 8 | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

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

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

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

1.

- ESL students are provided with various formal and informal assessments. Our school uses ECLAS-2, ELSOL, Fountas and Pinnell, DRA,TCRWP to assess the early literacy skills of our ESLs.
- Assessment is carried out in a variety ways: teacher observation, conferencing with the student, articulation with ESLs' teachers, interim assessment testing, initial LAB-R, yearly NYSESLAT administration.
- All ESLs, other than those here for less than a year, are now required to take the ELA exam.
- Some ESLs must take all other content area state mandated exams: Math, Science, and Social Studies.
- The data provides information about ESLs' English proficiency levels.
- This information helps inform our school's instructional plan. Teachers modify their teaching plans to meet ESLs' needs.
- Our school collaborative teaching team program is offered specifically to ESLs. With team teaching support the ESLs become more literate and their English language proficiency levels are improved.

2.The information about ESLs' weakness and strengths in English language proficiency is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT.

3. Patterns across NYSESLAT modalities will affect instructional decision. 80% ESLs do not pass LAB-R or NYSESLAT because of poor reading and writing. ESL teacher must use different effective teaching strategies to design teaching and writing skills.

4.a

- The patterns across proficiency and grades are the following:
Speaking is good. Listening is better. Reading is worse. Writing is worst.
 - The conversational proficiency is better than the academic proficiency.
 - School success depends on the development of the academic language. ESLs are faring in tests in English as compared to the native language if traditional ESL programs have often focused on helping ESLs develop academic language through content areas learning.
- b.
- The school leadership and teachers are using the results of the ELL Periodic Assessment by providing additional support during the school day.
 - Within the school day, ESLs get ESL services in small group settings to bolter literacy.
- c.
- The school learning about ESLs from the Periodic Assessment is that limited-formal schooling ESLs and long term English learners appear to have conversational proficiency but lack academic proficiency.
 - There is a need for social and academic language development in both the native language and English through experiences that develop language skills.
 - The native language is used in evaluating prior schooling and native language proficiency as well as English proficiency. Although it

5. NA

6.

- The success of ESL program for ESLs is that ESLs' both conversational proficiency and academic proficiency are greatly improved.
- Within English language academic program, ESLs need to gain knowledge and experience in areas that are likely to lead to academic success.
- In order to succeed in ESL program, using versions of the language experience approach, we begin where each ESLs is. By involving ESLs in a literature-based curriculum, we use the power of language to heighten awareness and fully engage the mind. By these means, the reading and writing connection can be more fully realized. Motivation and guidance is provided through a workshop approach to writing in which the ESLs can take full advantage of the classroom community they and the teacher have established.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|---------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |

| | | | |
|--|----------------------|--|--|
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |