



DR. PETER RAY ELEMENTARY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 13K305
ADDRESS: 344 MONROE STREET, BROOKLYN, N.Y. 11216
TELEPHONE: (718) 789-3962
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 305 **SCHOOL NAME:** Dr. Peter Ray Elementary School

SCHOOL ADDRESS: 344 Monroe Street, Brooklyn, New York 11216

SCHOOL TELEPHONE: (718) 789-3962 **FAX:** (718) 622-3474

SCHOOL CONTACT PERSON: Regina Turner **EMAIL ADDRESS:** rturner3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Meryl Skeete

PRINCIPAL: Dr. Julia Mortley

UFT CHAPTER LEADER: Clora Stovall

PARENTS' ASSOCIATION PRESIDENT: Terese Dixon

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** 3.10

NETWORK LEADER: Dr. Yvonne Young

SUPERINTENDENT: Dr. James Machen

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
Julia Mortley	*Principal or Designee	
Clora Stovall	*UFT Chapter Chairperson or Designee	
Terese Dixon	*PA/PTA President or Designated Co-President	
Lottie Rhodes	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Meryl Skeete	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	
Anna Baker	Member/Teacher	
Cassandra Tinglin	Member/Teacher	
Camilla Ellerbe	Member/Parent	
Anisa Sutton	Member/Parent	
Diane Lewis	Member/Parent	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 305 is located in the Bedford-Stuyvesant section of Brooklyn, New York. This Pre- K to 5 school serves a population of 342 students primarily of African-American background. In addition, MS 301, a junior high school in the same building, serves a population of 247 students in grades 6 through 8. P.S. 305 is a well-kept 48 year old building where pride in the students' work is evident in the prominently displayed work in the areas of art, reading, writing, social studies, mathematics, and science.

This year, we are focusing on integrating more technology and enrichment into the curriculum. Moreover, this school year, we are focused on our classroom teachers integrating the four arts genres – dance/movement, music, visual arts, and theater – into the daily curricular lessons and activities that they plan for the students. As one of the schools in the iZone, we are on our way to totally immersing our students in 21st century learning. Our third and fifth graders (who are participants in the iZone technology pilot program) are required to complete assignments in ELA and Math daily. In addition to this, students in K- 5 are required to complete activities, projects and assignments in the Renzulli web based program. Immersing our students in the use of technology to enrich their academic learning is one of the priorities of P.S. 305. As a school that embraces the School Wide Enrichment model, we are now entering our third year of launching Enrichment Clusters for students in grades 2-5. During Enrichment Clusters, students engage in arts related service learning projects. We look forward to the projects that the students will complete each year.

Since being removed from the SURR list in 2002, P.S. 305 continues to make steady progress in ELA and Mathematics. Our challenge this year will be to move our level 2 students to perform at proficiency levels (Levels 3 & 4) in both ELA and Math. Our efforts are directed in: (1) continuing the implementation of effective strategies to address the large number of students lacking basic skills in mathematics and reading and (2) providing professional development geared towards helping our at risk struggling readers meet their goals.

PS 305 enjoys collaboration with several community-based organizations including the Police Athletic League and the Woodwind Foundation. These agencies provide on going parent outreach, counseling, student tutoring and referrals to other support services and they are vital components of our academic intervention services. We also enjoy the wonderful school wide activities that bring our community together. Our Character education program for instance, teaches our children how to be responsible, caring, fair, respectful, and to be good citizens. Each month we celebrate each theme by wearing a color that symbolizes each theme. In addition to this program, we enjoy Pajama Read-In Day, Random Acts of Kindness Day, Family Literacy and Math Games Night, 100 days of school, the Easter Sock Hop, Career Day, Carnival and more.

In closing, we are very proud of the warm, welcoming orderly environment that we provide for our students each day. We will continue to chart the growth of each and every child in our school and encourage them to do their best. At P.S. 305, we are working hard to live up to our school's motto that "It takes a Whole Village to Raise a Child."

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. 305 Dr. Peter Ray				
District:	13	DBN #:	13K305	School BEDS Code:	331300010305

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> PreK	<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	22	33	18		89.2	91.1	90.0		
Kindergarten	70	56	48						
Grade 1	66	77	67						
Grade 2	69	63	63	Student Stability: % of Enrollment (As of June 30)	2007-08	2008-09	2009-10		
Grade 3	73	60	53		90.6	92.4	88.6		
Grade 4	73	60	61						
Grade 5	53	55	48						
Grade 6				Poverty Rate: % of Enrollment (As of October 31)	2007-08	2008-09	2009-10		
Grade 7					81.3	83.8	83.2		
Grade 8									
Grade 9									
Grade 10				Students in Temporary Housing: Total Number (As of June 30)	2007-08	2008-09	2009-10		
Grade 11					28	25	30		
Grade 12									
Ungraded									
				Recent Immigrants: Total Number (As of October 31)	2007-08	2008-09	2009-10		
Total	411	408	360		5	1	2		
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	11	12	12						
No. in Collaborative Team Teaching (CTT) Classes	10	11	10	Principal Suspensions	4	2	4		
Number all others	25	15	10	Superintendent Suspensions	10	14	7		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	11	15	16	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	2	(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	35	33	31
				Number of Administrators and Other Professionals	8	5	5
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	2	2	7
(As of October 31)	2007-08	2008-09	2009-10				
	0	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	100	100
American Indian or Alaska Native	2008	2009	2010	Percent more than two years teaching in this school	80.0	87.9	90.3
Black or African American	0.5	0.5	0.57	Percent more than five years teaching anywhere	60.0	72.7	90.3
Hispanic or Latino	84.4	83.1	73.5 0				
Asian or Native Hawaiian/Other Pacific Isl.	12.2	12.3	13.39	Percent Masters Degree or higher	89.0	97.0	93.6
White	1.5	2.0	1.71	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial	1.5	2.2	1.99				
Male	52.1	54.9	56.1				
Female	47.9	45.1	43.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	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							
Other Groups							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	√				
Student groups making AYP in each subject	3	3	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	A	Overall Evaluation:	W
Overall Score	69.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	16.2	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	40.7	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	W
<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?
-

School Analysis

School Report Card

Based on the findings of the 2009 -2010 New York State School Report Card, the school is in good standing in the areas of ELA, Math, and Science. The enrollment was 351 students with an average class size of 20 students in grades kindergarten through three and 25 in grades four and five. Eighty two percent of the students were eligible for free lunch. Only 4% of the students were Limited English Proficient. The ethnicity of the students was comprised of 74% Black or African American, 13% Hispanic or Latino, 2% Asian or Native Hawaiian, .6% American Indian or Alaskan Native, and 2% White. There was a total of 16 classes and 22 teachers. The data below explains school wide performance in the areas of ELA, Math, Science and Social Studies.

Analysis of School Performance 2009 & 2010

ELA Levels 3 & 4

	2009	2010
Grade 3	62.3%	23.0%
Grade 4	40.0%	31.0%
Grade 5	63.5%	51.0%

Math Levels 3 & 4

	2009	2010
Grade 3	88.6%	35.0%
Grade 4	90.5%	35.0%
Grade 5	77.6%	63.0%

ELA Levels 1 & 2

	2009		2010	
	Level 1	Level 2	Level 1	Level 2
Grade 3	5.8%	31.9%	31.0%	46.0%

Math Levels 1 & 2

	2009		2010	
	Level 1	Level 2	Level 1	Level 2
Grade 3	0%	11.4%	21.0%	44.0%

Grade 4	6.1%	47%	15.0%	54.0%
Grade 5	2.7%	33.8%	9.0%	40.0%

Grade 4	0%	9.5%	17.0%	33.0%
Grade 5	1.3%	21.1%	4.0%	33.0%

**Students with Disabilities
Performing at Levels 3 & 4
(ELA)**

	2009	2010
Grade 3	63%	18%
Grade 4	49%	-
Grade 5	63%	-

**Students with Disabilities
Performing at Levels 3 & 4
(Math)**

	2009	2010
Grade 3	88%	18%
Grade 4	91%	-
Grade 5	81%	-

Male & Female Performing at Levels 3 & 4 (ELA)

	2009		2010	
	Male	Female	Male	Female
Grade 3	65%	65%	21%	26%
Grade 4	41%	60%	28%	33%
Grade 5	67%	57%	52%	50%

**Male & Female Performing at Levels 3 & 4
(Math)**

	2009		2010	
	Male	Female	Male	Female
Grade 3	88%	88%	41%	26%
Grade 4	90%	92%	29%	40%
Grade 5	74%	91%	66%	60%

Science Levels 3 & 4

	2009	2010
Grade 4	76%	51%

Social Studies Levels 3 & 4

	2009	2010
Grade 5	77%	94%

ECLAS Fall 2010 Number of Students Performing At or Above Benchmark		
	Decoding	Sight Words
Grade One (Benchmark – Level 3)	7%	10%
Grade Two (Benchmark – Level 5)	57%	61%
Grade Three (Benchmark – Level 6 – decoding; level 7- sight words)	64%	61%

NYCDOE Progress Report

The school received a C rating for the 2009-2010 school year based on the following six criteria: 1) School Environment [Rating = C] 2) Student Performance [Rating = D] 3) Student Progress [Rating = B] 4) Additional credit = 0.8 5) Quality Review (WD) 6) State Accountability Status = In Good Standing.

Summary

Areas of Strength

- In the area of science, less than a 25% decrease in the number of proficient students.
- Due to the change in the NYS ELA and math cut scores:
 - In the area of ELA, there was less than a 25% decrease in the number of proficient students in grades four and five.
 - In the area of ELA, there was less than a 10% increase in the number of level one and two students in grades four and five.
 - In the area of ELA, there was less than a 25% decrease in the number of proficient males in grades four and five.
 - In the area of ELA, there was less than a 25% decrease in the number of proficient females in grade five.
 - In the area of math, there was less than a 25% decrease in the number of proficient males in grade five.
 - In the area of ELA, there was only a 6.3% increase in the number of level one students in grade five.
 - In the area of math, there was only a 2.7% increase in the number of level one students in grade five.
 - In the area of math, there was less than a 25% decrease in the number of proficient students in grade five.
- In the area of ELA, more than half of the students in grades two and three are performing at or above the ECLAS-2 fall benchmark.

Greatest Accomplishments

- In the area of social studies there was a 17% increase in the number of students performing at proficiency.

Aids/ Barriers

- Barriers
 - Changes in the New York State ELA and math cut scores. Specifically, a drastic change in the grade three cut scores for math.
 - Budgetary constraints.
- Aids
 - During school, after school, and extended time programs.
 - Alignment of instructional program with NYS standards.

Trends

- Due to the changes in the NYS ELA and math cut scores, there was a decrease across the board in the number of students performing at or above proficiency.

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.

Goal #1 ELA

Goal: Teachers in grades 3-5 will continue with the implementation of the shared inquiry protocol as a strategy to improve critical thinking skill of students in order to increase overall performance in ELA by 3 percentage points on the 2011 NYS ELA test.

Description of Proposed Instructional Strategies for English Language Arts

Our Literacy program

- Is aligned to the New York State English Language Arts Standards
- Provides students with opportunities for reading, writing, listening and speaking
- Utilizes a comprehensive instructional approach for reading and writing and includes a variety of balanced literacy components
- Integrates critical thinking skills through a balanced approach
- Takes into account that students learn best in an active workshop environment (Reading Workshop) in which they work, think, and talk together about the books they are reading and the pieces that they write about. This includes a balance of the following:
 - Direct explicit instruction of reading strategies
 - Time to work independently, in partnerships and in small groups to practice strategies
 - Strategy lessons taught by teachers in small groups or to individual students
 - Read Alouds conducted by teachers from a variety of genres to teach specific reading strategies
 - Accountable Talk focusing on inferring from text and finding evidence to support argument
 - Conferences are conducted during independent reading and writing time to set goals with students and to teach strategies to improve reading and writing
 - Word Study taught by teachers to support students in vocabulary, phonics, grammar and spelling skills
 - Running Records conducted by teachers to ascertain accurate independent and instructional reading levels of students
 - Guided Reading and Shared Reading conducted by teachers to support students in moving to higher leveled reading texts

- Evaluates students' needs on an ongoing basis using a variety of reading and writing tools, both formal and informal. This assessment information is used to inform and plan for appropriate and differentiated literacy instruction
- Sets strong expectations of students via the following
 - Students maintain their own reading logs and writer's notebooks
 - Writer's notebooks reflect students' ideas, experiences, feelings etc, generated from self initiated topics through genre studies, author studies, craft studies. The students' work develops through the writing process from notebook entries to published pieces.
 - Students choose "Just Right" books from a leveled classroom library. Libraries consist of the following genres – realistic fiction, science fiction, historical fiction, fantasy, mystery, series books, picture books, biographies, autobiographies etc.
 - Students work on independent reading and writing goals
- Tracks reading growth of students, including students with special needs and English Language Learners using the following Benchmark Assessments
 - Fountas and Pinnell Benchmark Reading Assessment Kits to assess reading levels
 - Literacy By Design and Treasures Theme/Unit Tests
 - Acuity Tests (Grades 3-5)

Professional Development

Our ELA Professional Development is based on the needs of the students and teachers. It is data driven and focused on improving teacher craft and students' areas of weakness. This year, our goal is to continue using the methodology of the Junior great Books program to engage students in shared inquiry around good literature. We will also continue making guided reading a high priority to address critical thinking skills so that students would be able to move to higher reading levels by the end of the year. Each week the cabinet which consists of the Principal, the Assistant Principal and the Literacy Coach meet to review and assess the progress of different groups so that professional development could be adjusted accordingly to meet the needs of these groups. Professional Development is offered more from an individualistic stance rather than a whole group approach. This school year 2010 -2010, the Literacy Coach will support teachers in our shared inquiry work in reading.

Goal #2: Grade 5 Teacher Team

Goal: The Grade 5 Teacher Team will utilize the iZone Pearson Successmaker web program as an intervention tool to help increase overall performance of grade 5 students by 3 percentage points on the 2011 NYS Math Test.

Description of Proposed Instructional Strategies for Mathematics

Our Everyday Math program

- Is aligned to the New York State Mathematics Standards
- Builds conceptual understanding
- Provides students with opportunities for explorations
- Integrates basic skills, concepts, reasoning and critical thinking skills through a balanced approach
- Takes into account that students learn best in an active workshop environment in which they work, think, and talk together about the concepts they are learning This includes the following:
 - Direct explicit instruction of math problem solving strategies
 - Time to work independently, in partnerships and in small groups to

- practice strategies
- Strategy lessons taught by teachers in small groups or to individual students
- The Network Math specialist provides direct support to teacher teams in formulating lessons that target areas of weakness

Encourages the use of mathematical language and discourse

- Encourages journal writing to communicate and reflect on student learning
- Sets strong expectations of students via the following
 - Students work on independent math goals and work on activities in centers
 - Students reflect on learning in a math journal
 - Students work on areas of weaknesses via the Acuity system

Resources Utilized:

Math Program – Everyday Math (PK-5)

Supplement – Math Steps

Benchmark Assessments – Everyday Math Unit Assessments, Checklists

– Acuity Tests (Grades 3-5)

Professional Development

Our Math Professional Development is based on the needs of the students and teachers. It is data driven and focused on improving teacher craft and students' areas of weakness. This year, our goal is to consistently utilize an intervention program that will help move students to higher math levels by the end of the year. This year, teachers will be supported by the iZone Pearson Successmaker facilitator who will support the teachers and students more from an individualistic stance rather than a whole group approach.

Goal #3: Improving reading Levels of K- 2 students

Goal: 75% of students on grades K-2 will improve by at least one reading level every six weeks

Description of Proposed Strategies for improving reading levels of K-2 students

Our Literacy program for K-2

- Is aligned to the New York State English Language Arts Standards
- Provides students with opportunities for reading, writing, listening and speaking
- Utilizes a comprehensive instructional approach for reading and writing and includes a variety of balanced literacy components
- Integrates critical thinking skills through a balanced approach
- Takes into account that students learn best in an active workshop environment (Reading Workshop) in which they work, think, and talk together about the books they are reading and the pieces that they write about. This includes a balance of the following:
 - Direct explicit instruction of reading strategies
 - Time to work independently, in partnerships and in small groups to practice strategies
 - Strategy lessons taught by teachers in small groups or to individual students
 - Read alouds conducted by teachers from a variety of genres to teach specific reading strategies
 - Accountable Talk focusing on inferring from text and finding evidence to support argument
 - Conferences are conducted during independent reading and writing time to set goals with students and to teach strategies to improve reading and writing
 - Word Study taught by teachers to support students in vocabulary, phonics, grammar and spelling skills
 - Running Records conducted by teachers to ascertain accurate independent and

- instructional reading levels of students
- Guided Reading and Shared Reading conducted by teachers to support students in moving to higher leveled reading texts
- Students choose “Just Right” books from a leveled classroom library. Libraries consist of the following genres – realistic fiction, science fiction, historical fiction, fantasy, mystery, series books, picture books, biographies, autobiographies etc.
- Students work on independent reading and writing goals
- Tracks reading growth of students, including students with special needs and English Language Learners using the following Benchmark Assessments
 - Fountas and Pinnell Benchmark Reading Assessment Kits to assess reading levels
 - Theme/Unit Tests

Professional Development

Our ELA Professional Development is based on the needs of the students and teachers. It is data driven and focused on improving teacher craft and students' areas of weakness. This year, our goal is to continue utilizing the Fountas & Pinell Benchmark Reading Assessment Benchmark system to continually monitor the progress of students in reading. This school year 2010 -2011, the Literacy Coach will support teachers in effectively administering the guiding reading strategy to improve reading levels of the students.

Goal #4 - Incorporate Technology into the curriculum

Goal: By June 2010, 50% of teachers will incorporate technology into ELA or Math

Description of Proposed Strategies for the Integration of Technology into Content Area

- Our technology program integrates the NYC technology standards with the regular curriculum standards. All of our classrooms have at least two computers and we have a fully outfitted computer lab. All classes visit the lab at least once a week.
- Currently, our Technology teacher is addressing the needs of each grade. She is working in collaboration with teachers to reinforce concepts in the lab.
- Teachers and students will have access to mobile laptops, airliners, senteos and document cameras.
- By the end of year, all grades will utilize the Renzulli Learning Web system to address their needs and learning styles
- The Literacy/Technology Coach will provide one on one Smartboard refresher lessons and conduct mini workshops on using Smartboard lessons in ELA and Math to fully engage the students
- The technology teacher will conduct lessons on using the functions of the Microsoft Word 7 program. Students will learn how to use Power Point to present projects.

Professional Development

The Technology teacher and the Literacy/Technology Coach will support the classroom teaches by reinforcing concepts taught through projects and focused activities. We will continue to send the Technology teacher to Network PD workshops.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers in grades 3-5 will continue with the implementation of the shared inquiry protocol as a strategy to improve critical thinking skill of students in order to increase overall performance in ELA by 3 percentage points on the 2011 NYS ELA test.</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"> • Schedule time for teacher teams to meet and discuss how strategy is working • Track the performance of students as the shared inquiry strategy is applied • Monitor and support the teachers’ application of the shared inquiry strategy • Literacy Specialist will support the teachers in the classroom through coaching, modeling, and facilitating teacher team planning.
<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"> • The Literacy Coach will Plan with the grades on their common planning periods to plan shared inquiry lessons (C4E money allocation for the Literacy Coach is being used as follows: To conduct Professional Development in Literacy)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will use the Fountas and Pinnell Benchmark Assessment System (Running Records) every six weeks & theme tests from our Literacy By Design Program for grades 3 – 5 to assess student progress. The periodic assessments will also be used as an indicator of accomplishment</p>

Subject/Area (where relevant): Grade 5 Teacher Team

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The Grade 5 Teacher Team will utilize the iZone Pearson Successmaker web program as an intervention tool to help increase overall performance of grade 5 students by 3 percentage points on the 2011 NYS Math Test.</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"> • Interface with Network Leader re: Math support for grades 3-5 • The AP will work with individual teachers in specific strategies to improve performance of students in areas of weakness • Observe teachers in the implementation of planned lessons in areas of weakness and provide feedback • Schedule time for teacher teams to meet plan, and discuss strategies • Network Math Specialist will support teachers in analyzing math results and targeting instruction to improve areas of weakness
<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"> • Network Math Specialist will plan with grades 3-5 teachers. Extra planning periods may be used for debriefing sessions.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Monthly Everyday Math Unit tests and Acuity tests and a midyear exam in January will be used as indicators of progress.

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 50% of teachers will incorporate technology into ELA or Math</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"> • All classes visit the lab at least once a week for specific technology lessons • The Technology teacher, Literacy/technology Coach, the Parent Coordinator and a classroom teacher will run a series of mini workshops for teachers ranging from Using the Smartboard to making banners. Teachers and students will have access to mobile laptops, handheld responders (senteos) and document cameras. • By the end of year, all grades will utilize the Renzulli Learning Web system to address their needs and learning styles • The Literacy/Technology Coach will provide one on one support in utilizing Smartboard lessons in ELA and Math to fully engage the students • The technology teacher will conduct lessons on using the functions of the Microsoft Word 7 program. Students will learn how to use Power Point to present projects.
<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>	<p>(C4E money allocation is being used as follows: The Literacy/Technology Coach and Technology Teacher will provide P.D. for Teachers)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monitoring for integration of technology in students' final projects as well as teachers' final products. Students presenting power point projects to staff and peers.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	7	10	N/A	N/A	1	3	3	N/A
1	35	17	N/A	N/A	3	8	8	N/A
2	13	16	N/A	N/A	2	9	9	N/A
3	40	19	N/A	N/A	6	20	20	N/A
4	40	33	22	N/A	10	20	20	N/A
5	33	30	10	N/A	0	7	7	N/A
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Programs used for intervention are Voyager (1st grade, Small Group Instruction (SGI) before school), Kaplan Smart Track (1st and 2nd grades, SGI and Individual Tutoring during the day); iZone Compass Odyssey (3rd grade, SGI and Individual Tutoring during the day); iZone Pearson Success Maker (5th grade, SGI and Individual Tutoring during the day); and ACUITY as an extension of learning after SGI (grades 3-5) during the school day). A blitz team will also address the areas of weakness of our levels 1 and 2 in grades 3, 4 & 5 during the school day.</p>
<p>Mathematics:</p>	<p>During Math Workshop the needs of the AIS students are addressed through small group instruction targeted to areas of weakness for grades K – 5. The following programs are used to support AIS students – ACUITY (grades 3-5); Kaplan Smart Track (1st and 2nd grades, SGI and Individual Tutoring during the day); iZone Compass Odyssey (3rd grade, SGI and Individual Tutoring during the day); iZone Pearson Successmaker (5th grade, SGI and Individual Tutoring during the day). A blitz team will also address the areas of weakness of our levels 1 and 2 in grades 3, 4 & 5 during the school day.</p>
<p>Science:</p>	<p>The Science Content Specialist provides supplemental instruction to students in all grades for one to two periods a week. As part of the Science program, the Science Content Specialist will conduct small group instruction to target students who performed at levels 1 and 2 on the Beginning of the Year Science baseline tests in grades 3-5.</p>
<p>Social Studies:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor sees mandated students and at-risk students in small groups or on an individual basis during the school day. We also have Woodwind Family Services, a Community Based Organization, which supports individual students and their families.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist will provide short-term crisis counseling to students in need as an extension of the work done with our CARE (Children Are Reason Enough) Team.</p>

At-risk Services Provided by the Social Worker:	The Social Worker will provide short-term intervention counseling for students in need as an extension of the work done with our CARE(Children Are Reason Enough) Team.
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: _____ BEDS Code: _____

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.

The Home Language Identification Survey (HLIS) is provided to the parents at the moment of the registration. Right there, in the office, parents are being notified of all the translation services available: the DOE's Translation and Interpretation Unit and over-the-phone interpretation services. The ELL Parent Information Kit (EPIC) documents in other languages are available at the DOE website: <http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>

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.

In reviewing our school data for the past two years, we noted a growing trend in requests for written translation and oral interpretation in Arabic. This year, we note that there is need for translation services in Arabic and Chinese. We have communicated our findings to the school community via, faculty conferences, grade conferences, PTA Meetings and Parent Teacher conferences.

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.
**Home Language Identification Surveys will be provided at registration. Parent/Guardians will be informed about the Lab-R test and will be notified in a timely fashion about whether or not their child will be tested with the LAB-R test. If the child takes the Lab-R test, the parent is notified about the results. A Parent/Teacher Orientation session for the parents of newly enrolled students will be held at the school. At the orientation, parents will be provided with information and choice regarding ELL programs available in New York School System. Moreover, during the school year, parents will be informed about the upcoming city wide tests, the NYSESLAT results, and all the documents containing critical information about their child's education. The ELL Parent Information Kit (EPIC) includes:
The Home Language Identification Survey, ELL Parent Brochure, Parent Survey and program selection Form, Parent notifications (Entitlement, Non-entitlement, Continued entitlement, Placement, and Transition letters).**

All of the above are available at the DOE website:

<http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>

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.
Whenever there is need, oral interpretation services will be provided by in-house volunteers (i.e., a staff member who speaks the language that needs interpretation); a relative, or over the phone interpretation services. The Translation and Interpretation Unit and the Office and ELLs will provide city-wide conferences for parents of current and former English Language Learners (ELLs).
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>.
Please see the above.

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
➤ Enter the anticipated Title I, Part A allocation for 2010-11:	\$317,696	\$54,469	\$372,165
➤ Enter the anticipated 1% set-aside for Parent Involvement:	\$3,177	\$545.00	\$3,722
➤ Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,885		
➤ Enter the anticipated 10% set-aside for Professional Development:	\$31,770		

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.

* 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.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
See pages 10-12. A comprehensive analysis of our students' performance on the New York State Assessments and School Assessments helps us set our goals and implement our action plans for the year (see pages 13-20).
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
See pages 13-20
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
See pages 13-20 and page 23
3. Instruction by highly qualified staff.
Classroom instruction uses the workshop model in all subjects where teachers move from whole group to small group then to individual instruction. Curriculum maps, prepared by each grade collaboratively, ensure that every class is receiving comparable instruction across the grade.
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.
Faculty conferences and grade conferences are used to provide professional development. Also teachers participate in external PD offered by the DOE or other providers (i.e. NYCESPA, UFT, CFN 3.10, etc.) and are expected to turnkey the information. In addition our grade leaders and subject facilitators in ELA and Math participate in vertical meetings across the grades to

strengthen the instruction and practices that ensure student academic success. Our Literacy/Technology coach will work with targeted teachers as another means of providing one to one professional development.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
To attract high quality, highly qualified teachers, we interview Network referrals, screened job fair candidates and review resumes that are sent to us in the mail. All candidates who are interviewed are given a background of our school's needs. If chosen as a prospective candidate, the teacher is required to present a demonstration lesson. We also periodically evaluate candidates who are recent Master's of Education graduates from different colleges and universities. If the new hire is entirely new, he/she is matched up to a mentor who will support his/her development as a first year teacher.
6. Strategies to increase parental involvement through means such as family literacy services.
The Parent Coordinator conducts a series of workshops throughout the year to all parents. Many of these workshops are literacy based. There are also several parent/child activities that are jointly planned by the Parent Teachers Association and the Parent Coordinator. Incentives such as Earning Scholar Dollars for child are offered to attend workshops and PTA Meetings that focus on family literacy services.
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.
The Parent Coordinator, along with the Assistant Principal will conduct open houses starting in February for prospective parents (once a month). The Parent Coordinator will also co-facilitate these open house fairs for parents.
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.
Representatives from Teacher Teams on each grade level bring are given an opportunity during monthly Inquiry Team with administrators to share student progress in the assessments that are given and to make suggestions for amendments to assessments. The Design Core Team (which is focusing on writing this year) will construct rigorous rubrics to measure student achievement in writing. Each team is charged with examining and using a variety of protocols to develop curriculum that is more rigorous to help all students reach their academic goals.
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.
See page 23. Students' difficulties are identified using the Acuity and school based assessments throughout the year. Teachers provide small group instruction and or individual tutoring to address their needs. The small group instruction is further facilitated by the small class sides
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. **N/A**

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. **N/A**

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. 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	✓			\$317,696	✓	p.13-20; p.30-32
Title I, Part A (ARRA)	Federal	✓			\$54,469	✓	p.13-20
Title II, Part A	Federal	✓			\$11,589	✓	
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$69,084	✓	p.13-20; p.30-32
Tax Levy	Local	✓			\$1,392,287	✓	p.13-32

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.

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.)
10 students
2. Please describe the services you are planning to provide to the STH population.
We will provide the following services:
 - **transportation for students and parents including metro cards**
 - **provide students with basic necessities like eyeglasses, uniforms/clothing**
 - **attendance teacher will be proactive in helping them maintain attendance**
 - **contacting STH DOE liaison to provide assistance**
 - **provide at-risk counseling services as needed**

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. 305 Dr. Peter Ray					
District:	13	DBN:	13K305	School		331300010305

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	33	18	19		89.2	91.1	90.0
Kindergarten	56	48	39				
Grade 1	77	67	54	Student Stability - % of Enrollment:			
Grade 2	63	63	54	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	64	53	72		90.6	92.4	88.6
Grade 4	60	61	54				
Grade 5	55	48	50	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		81.3	83.2	83.3
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		28	25	30
Grade 12	0	0	0				
Ungraded	0	2	5	Recent Immigrants - Total Number:			
Total	408	360	347	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	1	2

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	12	12	12	Principal Suspensions	4	2	4
# in Collaborative Team Teaching (CTT) Classes	11	10	15	Superintendent Suspensions	10	14	7
Number all others	15	10	21				

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	35	33	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	5	5
# receiving ESL services only	15	16	TBD				
# ELLs with IEPs	0	2	TBD	Number of Educational Paraprofessionals	2	2	7

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.0	87.9	90.3
				% more than 5 years teaching anywhere	60.0	72.7	90.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	97.0	93.5
American Indian or Alaska Native	0.5	0.0	0.6	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	83.1	81.7	83.3				
Hispanic or Latino	12.3	12.5	12.1				
Asian or Native Hawaiian/Other Pacific	2.0	2.2	2.0				
White	2.2	2.8	2.0				
Male	54.9	56.1	54.5				
Female	45.1	43.9	45.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
Multiracial						
Students with Disabilities	-	-	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
Student groups making	3	3	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:				NR
Overall Score:	38	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	5	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	3.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	29.1					
<i>(Comprises 60% of the</i>						
Additional Credit:	0.8					

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

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
➤ Enter the anticipated Title I, Part A allocation for 2010-11:	\$317,696	\$54,469	\$372,165
➤ Enter the anticipated 1% set-aside for Parent Involvement:	\$3,177	\$545.00	\$3722
➤ Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,885		
➤ Enter the anticipated 10% set-aside for Professional Development:	\$31,770		

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.

* 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.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Title I Parent Involvement Policy

1. The PS 305 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - Convening an annual meeting of the parents to support the Title I leadership structure.
 - Supporting the ongoing development of parent leadership skills.
 - Support the role of parents as decision makers by including parent leadership in the process.

2. PS 305 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - N/A

3. PS 305 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: Universal Pre-Kindergarten by:
 - Recruiting parent volunteers and leaders from new parent outreach.
 - Collaborating with staff and community organizations to provide monthly informative parent workshops

4. PS 305 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Assessment tool(s) will be decided on by a committee consisting of both staff and parents.
 - The SLT and the PAC will be jointly responsible for conducting the yearly assessment
 - Parents and staff members will be on the evaluation committee, conduct the evaluation, and make recommendations to the SLT.

5. PS 305 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. The State's academic content standards;
- ii. The State's student academic achievement standards;
- iii. The State and local academic assessments including alternate assessments;
- iv. The requirements of Title I, Part A;
- v. How to monitor their child's progress; and
- vi. How to work with educators.

- Providing regular opportunities for parents to participate in workshops on topics they have identified as relevant and of interest through surveys and informal assessment;
- Provide meaningful communication through the school calendar, website, email, backpacked notices and phone calls.
- Provide activities that involve the families in the school community, help them improve their understanding of the curriculum,
- Assist families in supporting their child's education, or develop life skills that will improve the family life for our students
- Use funds allocated to support parent activities.
- Commit parent involvement funds to provide refreshments and incentives for general PTA meetings, parent workshops, and at special school activities and events.
- Sign up new volunteers and provide them with opportunities for training
- Explore with the parent leadership how we can support the Six Types of Parent Involvement as defined by Joyce Epstein's research.

(1) Parenting: Providing a supportive home environment.

(2) Communication: School and home exchange information about the child.

(3) Volunteering: Parents are recruited to help at school.

(4) Learning at home: Schools can provide guidance and materials to parents to involve them in their children's education.

(5) Decision making: Parents are represented and involved in school decisions.

(6) Collaborating with the Community: Identifying resources from the community to improve student learning and family life.

b. PS 305 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Hold Curriculum Conferences
- Open School Week- hold Parent-Teacher Conferences and a series of curriculum based workshops
- Support parents use of ARIS
- Host or collaborate with PTA to hold monthly family activities and events such as- Family Literacy and Math Games Night, Movie Night, Fashion Show, Grandparents Day and the Great American Spell Check

c. PS 305 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- Provide professional development for staff on effective parent communication
- Support Parent Leadership by providing regular professional development opportunities to PTA leaders

d. *PS 305* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

See item 3.

e. *PS 305* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I 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:

- Distribute a meaningful monthly calendar of school and community
- Distribute The School - Parent Compact outlining school and family responsibilities and clear expectations.
- Distribute the Parent Student Handbook
- Regularly reach out to non English speaking parents by providing them materials in their own language and utilizing the Translation and Interpretation Unit to provide

1. Describe parent involvement in your school, including parents of ELLs.

All parents of PS 305 students are encouraged to be partners in their child's education at home and in school. We rely on parent support to ensure student success. It is our practice to provide regular opportunities for parents to participate in workshops on topics they have identified as relevant and of interest through surveys and informal assessment. We attempt to provide meaningful communication through the school calendar, website, email, backpacked notices and phone calls. The school regularly plans activities that involve the families in the school community, help them improve their understanding of the curriculum and assist families in supporting their child's education, or develop life skills that will improve the family life for our students. Information about community resources and support services are available for parents in the parent room.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school is always open to the support of our school community and has several community partnerships. At this time none of our partnerships are specifically targeted to parents of English Language Learners. We do support and encourage attendance at the workshops for ELL parents held by the Department of Education and other organizations.

3. How do you evaluate the needs of the parents?

Parents are formally surveyed and informally assessed when there is opportunity for face to face interaction. They are invited to come, call or email with any issues that may impede their child's educational progress. Surveys about their interests and needs, feedback forms from workshops and the Learning Environment Survey are also used to evaluate parent needs.

4. How do your parental involvement activities address the needs of the parents?

Our activities are designed to support the Six Types of Parent Involvement as defined by Joyce Epstein's research.

- (1) Parenting: Providing a supportive home environment.
- (2) Communication: School and home exchange information about the child.
- (3) Volunteering: Parents are recruited to help at school.
- (4) Learning at home: Schools can provide guidance and materials to parents to involve them in their children's education.
- (5) Decision making: Parents are represented and involved in school decisions.
- (6) Collaborating with the Community: Identifying resources from the community to improve student learning and family life.

Here is the paragraph written last year:

"At P.S. 305 parents of newly enrolled students are provided with an orientation session on the State Standards, assessments, school expectations and the general program requirements of our ESL program. Also, all ELLs are invited to two informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. These meetings provide information on ELA/ ESL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy.

Parents are also kept informed of testing, instruction and assessment through meetings and notices from the Parent Coordinator who is organizing, monthly PTA meetings, parent workshops and Family Fun Activities such as: Family Literacy and Math Games Night, Career Day, Field day, Carnival, Parent/Child Workshops, Book fairs, Teacher Appreciation Week."

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the sign in sheet and meeting minutes.

This policy will be adopted by *PS 305* on _____ and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I Part A children on or before November 30.

Principal's Signature: _____

Date _____

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at

<http://schools.nyc.gov/Parents/NewsInformation/TitlePIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

School Parent Compact

PS 305 will:

-provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- follow the New York City uniform curriculum in writing and math and add enrichment through varied cluster program
- hands on experience through science and social studies instruction
- provide appropriate After-school programs

-hold parent teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Fall Conferences will be held on November 9, 2010
- Spring Conferences will be held on April 16, 2011

-provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- In November and March report cards are distributed at the parent teacher conference.
- In June the report card is sent home with the student on the last day of class.

-provide parents reasonable access to staff. Specifically, staff will be available for consultation with the parent as follows:
Teachers provide a schedule for parents to make appointments during their prep periods.

⇒ provide parents opportunities to volunteer and participate with their child's class, and to observe classroom activities as follows:

- Parents will be able to volunteer in classrooms after completing Learning Leaders training and receiving an assignment and their badge.
- Parent who has not completed training may volunteer in the cafeteria, at school events, and on school trips under the guidance of a staff member.
- All parents may participate in family fun nights as volunteers and facilitators of activities with their child's class or other students under the guidance of a staff member.

Parent Responsibilities

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

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

**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 K13	District 13	School Number 305	School Name Dr. Peter Ray
Principal Dr. Julia Mortley		Assistant Principal Bruce Copeland	
Coach Janelle Lord		Coach	
Teacher/Subject Area Joanna Wizner/ESL		Guidance Counselor Charles Houser	
Teacher/Subject Area		Parent N/A	
Teacher/Subject Area		Parent Coordinator Lorrie Ayers	
Related Service Provider		Other	
Network Leader Dr. Yvonne Young		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	342	Total Number of ELLs	19	ELLs as Share of Total Student Population (%)	5.56%
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Part II: ELL Identification Process

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

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

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

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

1. In order to ensure the identification, the appropriate placement and educational services for the children, at the day of enrollment, all of the parents are given a Home Language Survey (HLIS) according to their home languages. If necessary, the licensed pedagogue, the ESL teacher, and the secretary help to fill out the HLIS in order to identify the child's home language. During the whole identification process the onsite interpreters and Translation and Interpretations Unit services are available to the parents. After the informal, oral interview and HLIS administration and screening by the school administrators, ESL teacher administers the Language Battery Assessment (LAB-R) test to identify student as an English Language Learner or English Proficient. Those children who score at or below proficiency on Lab-R are identified by a licensed ESL teacher as eligible for ESL services. Students who speak Spanish at home, are also administered a Spanish Lab-R to determine language dominance. An entitlement letter is provided to the parents in their home languages to inform them about the child's identification, and the child is enrolled in the school program within ten days from the registration.

Also, the results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS (RLAT), and carefully reviewed by the ESL teacher. The students who achieved proficiency receive the achievement diploma and their parents are informed by the Non-Entitlement letter. Those who have not tested out are put into the groups according to their age and English proficiency levels: Beginning, Intermediate or Advanced. The NYSESLAT results are broken down to the four language modes: listening, speaking, reading and writing so that the ESL teacher is able to see the areas of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year.

2. To ensure the proper communication between school and ELL parents, the HLIS are distributed according to home languages. In addition, the parents receive the ELL Parent Brochure and Parent Survey and Program selection form via personal mail together with the invitation to the Parent Orientation meeting, all in their home languages.

PS 305 offers Freestanding ESL to conform to the parental choice selections however, parents participate in an orientation that describes various programs for ELL. Also, they have the possibility to view a parent information CD where program placement are presented in nine languages. The parents are also provided with the information on the State Standards, assessments, school expectations and the general requirements of our ESL program. If the parents are not present during the Orientation and the Parent choice forms are not returned, the ELL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent-Teacher Conferences. The submitted forms are closely reviewed by ESL teacher in order to conform with the choice of the parents, and any requests or concerns are brought to the attention of school administrators. Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents.

3. The entitlement letters, in home languages, are handed in at the beginning of a school year, to the parents of those children who had been administered LAB-R and scored below the cut off scores. Also, for those children who tested out from the NYSESLAT the previous year, the Non-entitlement letters and achievement diplomas are distributed.

4. In order to place an identified student in the bilingual or ESL program, an intense dialogue between the school and the parent is taking place. It includes one-on-one and phone conversation with the help of the bilingual school staff.

5. The results of the Parent Choice paperwork indicate that most parents choose the Freestanding ESL program. This year, we had the first case of an upper grade student who requested transition to the bilingual school. In recent years, ELL parents have been reluctant to leave PS 305, and content with their final choice.

6. The program model at our school is aligned with the request of the parents. Because of the low number of ELL population at PS 305, Freestanding ESL is the only program offered.

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														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	4
SIFE		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	17		3	2		1					19
Total	17	0	3	2	0	1	0	0	0		19

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

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2		4	3									11
Chinese		1	1											2
Russian														0
Bengali	1													1
Urdu														0
Arabic		2		2	1									5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	5	1	6	4	0	19							

Part IV: ELL Programing

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. P.S. 305 implements a Pull- Out model of a Freestanding English as a Second Language Program (ESL). The language of instruction is English. Students are grouped by language fluency within age parameters therefore, the program most often follows the homogenous model (same proficiency levels in one class). ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. ESL teacher plans carefully with general education teachers to ensure curricular alignment. The program helps ELL students achieve proficiency in English language as well as attain the high academic standards established for all students in the school, and to give students the skills to perform at city and state grade level in all subject areas. Also, PS 305 directly provides or makes referrals to appropriate support services that might be needed for ELL students so that they could achieve satisfactory academic standatds for grade promotion and graduation.

2. In 2010-2011, there are 19 students from K-4 grade at our school. The K population consists of 3 students, 1st grade has 5 ELL students,

grade 2nd only 1, 3rd grade population consists of 6 ELL students and 4th of 4 ELL students. They range from the Beginners to Advanced and Proficiency levels, and according to their language proficiency level, they receive from 180 minutes to 360 minutes a week of ESL. In compliance with CR Part 154 our 5 Beginner and 8 Intermediate students receive 360 minutes of ESL instruction per week, and our 6 Advanced students receive 180 minutes per week. They are grouped by language fluency within the age parameters. At the advanced levels of English proficiency ELLs also receive ELA instruction, around 180 minutes per week.

3. All ESL students receive the same academic content as those students who are native English speakers so that ELL students could achieve proficiency and attain the standards established for all students for a grade promotion and graduation. Therefore, at PS 305, ELL students attend reading and Writing workshops which totals 405 minutes a week. According to the grade, all P.S 305 students receive either one period of Math everyday, around 450 minutes per week. All students receive three periods of 45 minutes of Science and Social Studies a week. They receive required instruction in two Technology classes, and at least one Physical Education a week. This year the teachers also integrate the Art and Music into their everyday curriculum. In those content areas the teachers concerned with the language needs of ELLs modify their instructional language and scaffold the instruction in order to ensure students understanding. The school directly provides or makes referrals to appropriate support services, and instructional methods that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance. In order to help ESL students to achieve proficiency in language so that they could attain the same standards established for all students at each grade level- the Articulation Forms are filled out monthly by the classroom teachers. They serve in communication between ESL teacher and content area teachers to plan ESL curriculum and activities for each grade level. Also, the Literacy by Design program used in 2-5 grades at PS 305 has ESL specific component which helps ESL teacher align the ESL and general education class curricula. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the ESL classroom, many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. The teacher uses Informal assessments and running records.

4. ELL population consists of many subgroups, and they all require differentiated instruction:

a) Once a SIFE students are identified, P.S. 305 would be monitoring the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in all content areas to differentiate instruction for literacy needs. Attention must be paid to his/her gaps in education. Such student could be placed in a lower grade with a parental consent. PS 305 would make available all existing support structures such as ESL, Extended Day or Speech which could benefit the student.

b) When a new ELL student is registered in our school, we provide an informal student orientation. An informal assessment is provided to identify possible Academic Intervention programs. There is an ongoing home- school communication. If possible, the student is paired-up with the student who can assist with language translation and help with the classroom activities during the day.

The newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. Those students who arrive in 3rd grade or later are required to take ELA test after one year. In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests as well as translated tests editions may be available.

c) For the students who 4-6 and Long-Term students, Extension of ESL services is requested. Analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is more of reading and writing. Same support structures as mentioned for newcomers are provided and the students' progress in all content areas is closely monitored to differentiate instruction for their literacy needs.

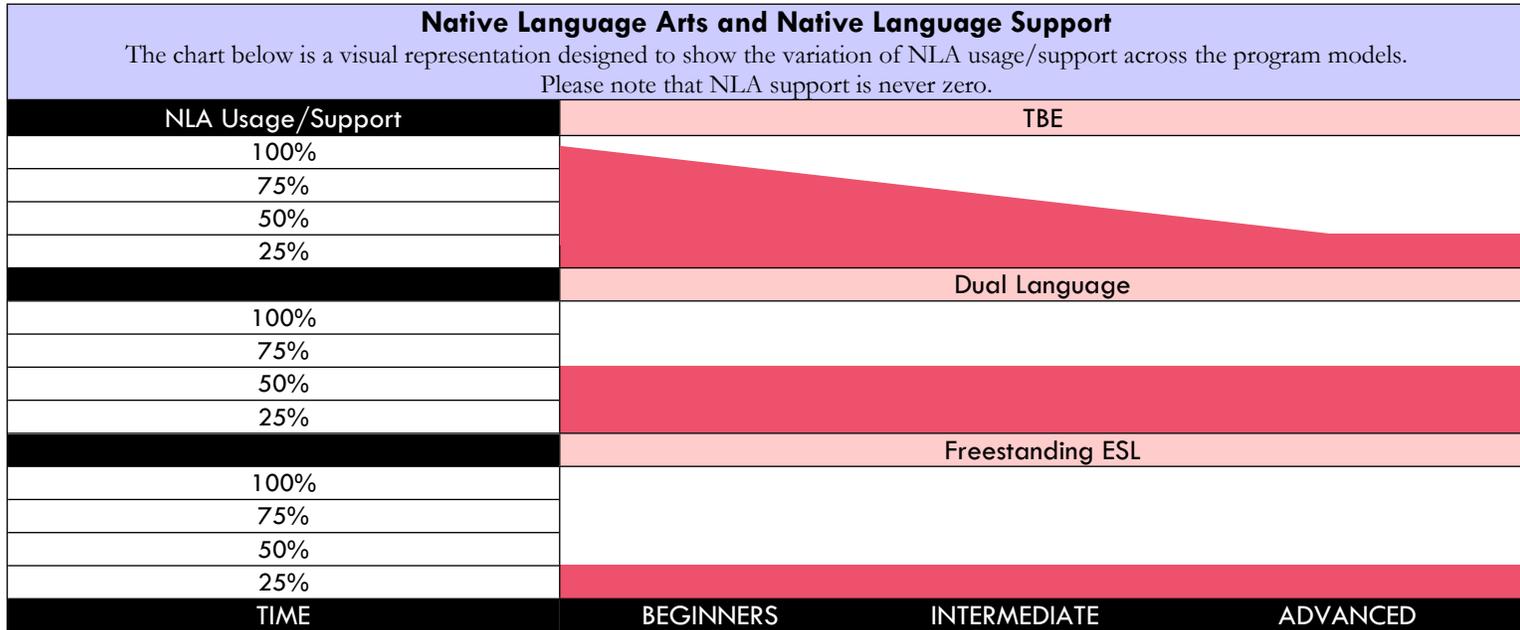
d) ELL program at PS 305 serves 4 special education students. As a policy for special needs students we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. The ESL teacher converses and collaborates with the IEP contact person. In addition, all the newcomers and SIFE students are constantly monitored for possible special needs status. PS 305 students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator. Based on the individual, ESL strategies and instructional methods are utilized.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

5. Apart from ESL program, as Tier I intervention, the classroom teachers concerned with the language needs of ELLs, constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension. They use Guided reading, and vocabulary quizzes to make instruction more involving and effective.
6. The school has a plan for transitional support for ELLs reaching NYSESLAT proficiency. Students are eligible for two years of test accommodation for all the NYS tests. Also parents of former ELL students are invited to the school wide and NYC conferences and workshops. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.
7. This year, ELL population has received its own classroom with more instructional tools and hand-on materials which include charts, phonemic games, listening tapes and CDs. As soon as organized, they will be put in use so that the students could improve their vocabulary and comprehension skills.
9. ELLs at PS 305 have equal access to all afterschool programs and supplemental services offered in our building. They are available to all parents and students in the school – guidance counselor, family worker, parent coordinator, occupational therapist, physical therapist, speech and language therapist, social worker, and psychologist. Students take part in the community building activities, enjoy participation in Harry Potter club. 14 weeks before the ELA and Math State tests, there will be the afterschool program for the students in the proper grades. involved in Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents.
10. PS 305 follows the balanced Literacy model. The school uses the Literacy by Design which also includes a specific ESL component, and TC writing program. All the grades are using also Everyday Math program. Materials that are used in ESL classroom to familiarize students with the state assessments include: Atanassio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA, New York State Coach: Mathematics. Moreover, students are provided with Scott Foresman ESL, Spin by Longman, American English Today and Voyager Expanded Learning Program, Amazing English books, and the classroom library books and magazines. With the assistance of the stationary computer programs (Kidspirations, Phonics), Internet sources (Starfall), and listening tapes, the students develop their skills in phonics, reading, vocabulary, listening, writing and math.
11. In order to deliver native language support ELL students have an access to language books, picture dictionaries, Weber dictionaries as well as Bilingual dictionaries which are often used in the ESL instruction. As a testing accommodation, the bilingual dictionaries and glossaries may be provided when taking all State examinations, and also, the Department of Education may provide them with translated editions of some tests.
12. ELL students are assessed on an ongoing basis with the help of Acuity and E-class data to drive teaching goals and instruction. All support and resources correspond to ELLs' ages and grade levels.
13. Our ELL population is quite small- not enough to make a subgroup population. As such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services.

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 Network provides staff development as well as instructional support. P.S. 305 also provides in-house Professional Development during Retreat Days at the beginning of the year, and PD conferences during the school year. The meetings involve Differentiated Instruction in Literacy, Math and Content Areas, data analysis to inform instruction, technology sessions that instruct ESL and content area teachers how to use online resources to make instruction more comprehensible, and looking at standards in ELA, ESL, Math, Science and Social Studies. The school shares all resources with the ELL teacher questions.
2. ESL teacher and a guidance counselor provide teachers, parents, and the students with information about different schools, helping make the proper placement of those ELL students who transfer from elementary to junior-high school.
3. Each year the CEIA facilitator provides the workshops and one-on-one professional development sessions. The classroom teachers receive strategies and support with the instruction regarding ELL students.

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. At P.S. 305 parents of newly enrolled students are provided with an orientation session on the State Standards, assessments, school expectations and the general program requirements of our ESL program. Also, all ELLs are invited to two informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. These meetings provide information on ELA/ ESL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy. Parents are also kept informed of testing, instruction and assessment through meetings and notices from the Parent Coordinator who organizes weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities such as: Family Literacy and Math Games Night, Career Day, Field day, Carnival, Parent/Child Workshops, Book fairs, Teacher Appreciation Week.
2. The Parent Coordinator organizes weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities. The Parent Coordinator interfaces with the Director of the school's CBO to provide counseling services to ELL students. Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents.
3. Our Parent Coordinator gives all parents a Parent Survey to fill out every year. All new parents to the school, including ELL parents are referred to the parent coordinator to fill out the survey. If needed, a translator would be provided for parents filling out the survey. After reviewing the needs of the parents on the surveys, the parent Coordinator would then plan workshops and activities that address the needs of all parents including ELL parents.
4. According to the responses of parents on the surveys, the parent coordinator would plan workshops and activities that involve all parents. If needed at PTA Meetings or at any other school wide activity, the school would arrange for translators to facilitate communication.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2		1	1									5
Intermediate(I)		3		3	2									8
Advanced (A)	2		1	2	1									6
Total	3	5	1	6	4	0	0	0	0	0	0	0	0	19

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
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									0
4									0
5									0
6									0
7									0

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. ELL students are assessed on an ongoing basis with the help of Aris, E-class, Fountas & Pinell data to drive teaching goals and instruction.

2. The 2010 NYSESLAT results of ELL population at PS 305 indicate that there are five students at the Beginning level, eight at the Intermediate level, and five at Advanced level of language proficiency.

According to this NYSESLAT data our ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient. Mostly, the ELLs who are in the beginning level are the new comers at all grade levels.

After review the NYSESLAT data we notice the patterns:

Ø Reading and Writing are mainly those skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.

Ø The Beginners across the grades are the ones who make the most of progress and move up to the Intermediate level.

Ø Only one student that became Proficient in one part of the NYSESLAT test, reveals difficulties not with Reading and Writing portion of the test but with the Listening, which needs more instructional support this year.

familiarize them with the format of the NYSESLAT.

Implications for LAP in English Language Arts Area and Math

5th Grade ELL student

Grade five results:

NYS ELA level: 3 Proficiency Rating: 3.00

NYS Math level: 4 Proficiency Rating: 4.03

Grade 4 Science: level 3

Grade 3

June '09 Acuity Predictive Assessment: 63%

ELA 63% Math 90%

NYS ESL level: 2 Proficiency Rating: 2.44

NYS Math level:4 Proficiency Rating: 4.05

5th Grade ELL student

Grade five results:

NYS ELA level: 1 Proficiency Rating: 1.81

NYS Math level: 2 Proficiency Rating: 2.86

Grade 4 Science: level 2

Grade 3

June '09 Acuity Predictive Assessment: 21%

ELA 40% Math 84%

Grade 3

NYS ELA- exempted

NYS Math level: 2 Proficiency Rating: 2.96

After analyzing the ELA scores of ELLs and former ELLs, several facts it is often noticeable that Beginning ELLs who are taking the ELA after one year, are mostly scoring below 640 on the ELA. 4b)

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ø Collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition of ELLs
- Ø Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions (Acuity, Aris)
- Ø Provide opportunities for students to be involved in purposely conversations, to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall, Incorporating writing as a component of the mathematics lesson, e.g. journals
- Ø Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Ø Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ø Ensure that Literacy coach and Math coach work closely with teachers (ELA, ESL and TBE) to support rigorous instruction
- Ø Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA and Math classrooms.

6. The success of the program for ELLs at PS 305 is evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to other, across the language modalities. The State test results show that ESL students make the greatest progress in improving their results and so are the students at PS 305.

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		
	Other		
	Other		
	Other		