



***ETHAN ALLEN
PS/MS306K***

***2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)***

***SCHOOL: (19/ K/ 306)
ADDRESS: 970 VERMONT STREET
BROOKLYN, N.Y. 11207
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS/MS306K **SCHOOL NAME:** The Ethan Allen School

SCHOOL ADDRESS: 970 Vermont Street Brooklyn, N.Y. 11207

SCHOOL TELEPHONE: (718) 649-3155 **FAX:** 718) 927-2243

SCHOOL CONTACT PERSON: Ms. LaWrence Burroughs **EMAIL ADDRESS:** Lburrou2@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Tia Washington

PRINCIPAL: Ms. LaWrence Burroughs

UFT CHAPTER LEADER: Ms. Bertha Bell-Lee

PARENTS' ASSOCIATION PRESIDENT: Ms. Lakeeka Squire

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 309

NETWORK LEADER: Ms. Patricia Tubridy/Ms. Martha Rodriguez

SUPERINTENDENT: Dr. Nicole Williams

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
Ms. LaWrence Burroughs	*Principal or Designee	
Ms. Bertha Bell-Lee	*UFT Chapter Chairperson or Designee	
Ms. Lakeeka Squire	*PA/PTA President or Designated Co-President	
	Title I Parent Representative (suggested, for Title I schools)	
Ms. Patricia Thompson	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Ms. Leslie Gamble	Member/	
Ms. Nina Williams	Member/	
Ms. Justine Williams	Member/	
Ms. Tia Washington	Member/	
	Member/	
	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/Middle School 306K-Ethan Allen School is located in the East New York section of Brooklyn, New York. Our students are from various cultures and ethnic heritages (African American, White, American Indian, Asian, and Hispanic.)The multicultural background of our school's population creates a special texture that is reflected in the fabric of our school. The ethnic background of the majority of our students is African American (72.83%) and Hispanic (24.37%) with 1.45% American Indian, .14% Asia, and .29% White. About (52.84%) of our students are male, while (47.15%) are female. Approximately 126 of our students have Individual Educational Plans (IEP) and are classified as Special Needs students. About 82 of the Special needs students are in self-contained and inclusion classes, and 14 students receive related services, and 30 students receive resource room. They receive the full continuum of services that include speech and language, counseling, Adaptive Physical Education (APE), and evaluations by the School Assessment Team, which includes a psychologist, social worker and an IEP teacher. About 35 of our students are English Learners (ELL's). Attendance at PS/MS306, Ethan Allen School is about 89% and student stability is approximately 91.4%. About 75.9% of our students come from low-income homes which, qualifies them for free school lunch. PS/MS 306K is housed in a fairly modern building with three levels and is centrally located near the housing developments of Penn-Wortman, Linden, and Meadowbrook. Currently, we have thirty-two (32) classes: three (3) Pre-Kindergarten, three (3) Kindergarten, four (4) Grade 1, three (3) Grade 2, three (3) Grade 3, three (3) Grade 4, and three (3) Grade 5, two (2) Grade 6, two (2) Grade 7, and two (2) Grade 8 Regular Education classes. The Special Needs classes include one (2) 12:1 classes, five (5) 12:1:1 classes and two (2) Inclusion classes. We also have a Resource Room program that services students in all academic areas based on their IEP. This program caters to students on all grade levels. Our School's ELL program services Kindergarten through 8th grade students. The average class size at PS/MS 306, from K-5, is about 22 students. On Grades 6-8, the class size is approximately 28 students per class. At the present time students at all grade levels are grouped homogeneously. The pedagogical staff at PS/MS306 is comprised of 49 classroom and cluster teachers. The administrative staff includes one Principal and three Assistant Principals. Other staff members include two Math and two Literacy Coaches, 9 paraprofessionals, four School Aides, two Secretaries, two Family Assistants (one for Pre-K and the other for the remainder of the student population), a Parent Coordinator, Two School Safety Agents, a School Nurse, two Speech Teachers, one full-time Guidance Counselors and one Library Media Specialist. All of our teachers are certified and licensed.

PS/MS306K has a Community Based Organization after-school program, Jets Academy, which is run by Mr. Larry Yancy. The program offers a thematic curriculum that encompasses reading, writing, mathematics, science, and social studies. The program also offers homework help and students are taken on trips throughout the year. Jets Academy is available during the regular school year and during the summer.

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:	PS/MS306 Ethan Allen				
District:	19	DBN #:	19K306	School BEDS Code:	331900010306

DEMOGRAPHICS										
Grades Served in 2009-10:	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	* 6	* 7	
	* 8	● 9	● 10	● 11	● 12	● 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	54	54	54				88.6	90.1	89.6	
Kindergarten	61	63	74							
Grade 1	71	85	75	Student Stability: % of Enrollment						
Grade 2	70	70	63	(As of June 30)			2007-08	2008-09	2009-10	
Grade 3	72	64	69				91.4	88.7	94.0	
Grade 4	74	73	74							
Grade 5	68	66	64	Poverty Rate: % of Enrollment						
Grade 6	73	69	64	(As of October 31)			2007-08	2008-09	2009-10	
Grade 7	67	74	60				80.8	89.5	89.5	
Grade 8	68	73	65							
Grade 9				Students in Temporary Housing: Total Number						
Grade 10				(As of June 30)			2007-08	2008-09	2009-10	
Grade 11							10	40	49	
Grade 12										
Ungraded	17	15	23	Recent Immigrants: Total Number						
				(As of October 31)			2007-08	2008-09	2009-10	
Total	695	706	685				0	0	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number						
(As of October 31)	2007-	2008-	2009-	(As of June 30)			2007-	2008-	2009-	

DEMOGRAPHICS							
	08	09	10		08	09	10
Number in Self-Contained Classes	47	51	78				
No. in Collaborative Team Teaching (CTT) Classes	29	29	15	Principal Suspensions	55	102	37
Number all others	45	40	46	Superintendent Suspensions	33	34	13
These students are included in the enrollment information above.							
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	0	0	0
# in Trans. Bilingual Classes	0	0	TBD	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	27	27	TBD	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	4	13	TBD	(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.				Number of Teachers	71	74	64
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	15	15	9
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	2	9
	1	0	16				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	98.6	98.4
American Indian or Alaska Native	0.6	0.7	1.5	Percent more than two years teaching in this school	62.0	66.2	90.6
Black or African American	74.4	75.9	72.4	Percent more than five years teaching anywhere	66.2	62.2	75.0
Hispanic or Latino	23.5	21.7	25.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.8	0.3	Percent Masters Degree or higher	90.0	88.0	90.6

DEMOGRAPHICS							
White	1.0	0.7	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.6	98.5	94.5
Multi-racial	0	0	0				
Male	54.0	53.4	52.8				
Female	46.0	46.6	47.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY										
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:								
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input checked="" type="radio"/>										
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):										
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</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:										
				Elementary/Middle Level		Secondary Level				
Student Groups				ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				✓	✓	✓				
Ethnicity										

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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	✓ S H	✓	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	5	5	1			

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	41.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	4.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	31	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet available for District 75 schools.			

Section IV NEEDS ASSESSMENT:

Summary of Needs Assessment for English Language Arts

Performance Trends

GRADE K: DIBELS

YEAR	BOY (Beginning Of Year) Intensive - Strategic - Benchmark	MOY (Middle Of Year) Intensive - Strategic - Benchmark	EOY (End Of Year) Intensive - Strategic - Benchmark
'06 – '07	24% - 24% - 51%	24% - 42% - 34%	24% - 28% - 49%
'07 – '08	15% - 43% - 42%	16% - 38% - 47%	25% - 17% - 58%
'08 – '09	11% - 38% - 51%	11% - 27% - 63%	17% - 11% - 73%
'09 – '10	14% - 35% - 51%		

Grade K

mCLASS DIBELS (dynamic Indicators of Basic Early Literacy Skills) Performance Report:

- **During 2008-2009** the Reading First Instructional Recommendation for BOY 11% Intensive, 38% Strategic, and 51% Benchmark. In comparison with 2007-2008 BOY; a decrease of 4% of Intensive, a 5% decrease of Strategic, and an increase of 9% Benchmark. In comparing 2007-2008 with 2008-2009 MOY; a decrease of 5% Intensive, a decrease of 11 % Strategic, and a 13% increase of Benchmark students. In comparing EOY; a decrease of 8% Intensive, a decrease of 6% Strategic, and an increase of 14% Benchmark students.

The Breakdown Measures of DIBELS for Kindergarten are as follows:

- **Initial Sound Fluency (ISF):** BOY and MOY. The data indicates in 2007-2008, at the BOY 23% were Intensive, 5% Strategic, and 72% Benchmark; compared to the MOY 9% were Intensive, a 14% decrease; 39% Strategic, an increase of 34%; and 52% Benchmark, a 20% decrease. In 2008-2009, at the BOY 13% were Intensive, 28% Strategic, and 59% Benchmark; compared to the MOY 8% were Intensive, a 5% decrease, 30% Strategic, an increase of 22%, and 63% Benchmark, and increase of 33%.
- **Letter Naming Fluency (LNF):** BOY, MOY and EOY. The data indicates in 2007-2008, at the BOY 32% were Intensive, 15% Strategic, and 53% Benchmark; compared to the MOY 17% were Intensive, a 15% decrease; 11% Strategic, a 4% decrease; and 72% Benchmark, a 19% increase; compared to the EOY 17% were Intensive, 0% change; 22 % Strategic, and increase of 11%, and 62% Benchmark, a 10% decrease. In 2008-2009, at the BOY 7% were Intensive, 20% Strategic, and 74% Benchmark; compared to the MOY 11% Intensive, an increase of 4%; 16% Strategic, a 4% decrease; and 73% Benchmark, a 1% decrease; compared to the EOY 18% were Intensive, a 7% increase; 14% Strategic, a 2% decrease; and 68% Benchmark, a decrease of 5%.
- **Phonemic Segmenting Fluency (PSF):** MOY and EOY. The data indicates in 2007-2008, at the MOY 34% were Intensive, 30% Strategic and 36% Benchmark; compared to the EOY 25% Intensive, a 9% decrease; 27% Strategic, a 3% decrease; and 48% Benchmark, an increase of 12%. In 2008-2009, at the MOY 31% were Intensive, 36% Strategic, and 33% Benchmark; compared to the EOY 9% were Intensive, a decrease of 22%; 36% Strategic, 0% change; and 55% Benchmark, an increase of 22%.

Strengths: In 2008-2009, more than 10% of our students moved from the Intensive and Strategic groups at the BOY, up to Benchmark by the MOY. By the EOY another 10% increased to Benchmark, totaling 20% of our K students moved from Intensive and Strategic into Benchmark during the 2008-2009 school year. This increase is supported by the Measures Breakdown data documented above, where the Primary Key Skill is Phonemic Awareness (ISF and PSF) and the Secondary Key Skill Letter Naming (LNF) documented above.

Weaknesses: In 2008-2009, the data indicates for ISF (one of the Primary Skills) 20% of the Benchmark students moved to Strategic from BOY to MOY. In LNF (the Secondary Key Skill) of both the Intensive and Benchmark levels over the school year, the Intensive level increased from 7% at the BOY to 11% at the MOY, and then another 18% at the EOY. The Benchmark level decreased from 74% to 73% at the BOY to MOY and another decreased to 63% by the EOY.

GRADE 1: DIBELS

YEAR	BOY (Beginning Of Year) Intensive - Strategic - Benchmark	MOY (Middle Of Year) Intensive - Strategic - Benchmark	EOY (End Of Year) Intensive - Strategic - Benchmark
'06 – '07	37% - 19% - 44%	45% - 21% - 44%	32% - 21% - 47%
'07 – '08	23% - 29% - 48%	27% - 30% - 43%	31% - 21% - 49%
'08 – '09	23% - 17% - 60%	31% - 26% - 43%	15% - 29% - 56%
'09 – '10	29% - 16% - 51%		

Grade 1

mCLASS DIBELS Performance Report:

During 2008-2009 the Reading First Instructional Recommendation for BOY 23% Intensive, 17% Strategic, and 60% Benchmark. When comparing 2007-2008 with 2008-2009 BOY; no change of Intensive, a 12% decrease of Strategic, and an increase of 12% Benchmark. When comparing 2007-2008 with 2008-2009 MOY; there was an increase of 4% Intensive, a decrease 4% Strategic, and no change of Benchmark students. When comparing 2007-2008 with 2008-2009 EOY; a decrease of 16% Intensive, an increase of 8% Strategic, and an 8% increase of Benchmark students.

The Breakdown Measures of DIBELS for grade 1 are as follows:

- **Letter Naming Fluency (LNF):** BOY only. The data indicates in 2007-2008, at the BOY 18% were Intensive, 25% Strategic and 57% Benchmark. In 2008-2009, the data indicates at the BOY 18% were Intensive, 18% Strategic and 64% Benchmark; [comparing these students with their EOY of 2008 (then in Kindergarten) 9% were Intensive, and increase of 9%; 36% Strategic, an 18% decrease; and 55% Benchmark, an increase of 9%.]
- **Phonemic Segmenting Fluency (PSF):** BOY, MOY and EOY. The data indicates in 2007-2008, at the BOY 28% of the students were Intensive, 68% Strategic and 4% Benchmark; compared to the MOY 14% were Intensive, a decrease of 14%; 46% Strategic, a decrease of 22%; and 41% Benchmark, an increase of 37%; compared to the EOY 10% were Intensive, a decrease of 4%, 40% Strategic, a decrease of 6%; and 50% Benchmark, and increase of 9%. In 2008-2009, the data indicates at the BOY 30% were Intensive, 49% Strategic, and 20% Benchmark; compared to the MOY 15% Intensive, a 15% decrease; 41% Strategic, an 8% decrease; and 44% Benchmark, a 24% increase; compared to the EOY 11% Intensive, a 4% decrease; 24% Strategic, a 17% decrease; and 65% Benchmark, a 21% increase.
- **Nonsense Word Fluency (NWF):** BOY, MOY and EOY. The data indicates in 2007-2008, at the BOY 41% of the students were Intensive, 18% Strategic, and 42% Benchmark; compared to MOY 23% Intensive, an 18% decrease; 22% Strategic, a 4% increase; and 55% Benchmark, a 13% increase; compared to EOY 23% Intensive, a 0% change; 19% Strategic, a 3% decrease; and 58% Benchmark, a 3% increase. In 2008-2009, the data indicates at the BOY 34% were Intensive, 16% Strategic, and 42% Benchmark; compared to the MOY 35% Intensive, a 1% increase; 26% Strategic, a 10% increase; and 38% Benchmark, a decrease of 13%; compared to EOY 17% Intensive, an 18% decrease; 27% Strategic, a, increase of 1%; and 56% Benchmark, an 18% increase.

Grade 1: Terra Nova Spring Result Comparison:

Spring of 2007: 66 students were tested. Of that population 9.1% met Benchmark in Reading Comprehension, 21.2% met Benchmark in Vocabulary, and 22.7% met Benchmark in Word Analysis.

Spring of 2008: 71 students were tested. Of that population 26.8% met Benchmark in Reading Comprehension – an increase of 17.7% from last year, 27.1% met Benchmark in Vocabulary – an increase of 5.9% from last year, and 18.6% met Benchmark in Word Analysis – a decrease of 4.1% from last year.

Spring of 2009: N/A

Strengths: In 2008-2009 the RF Instructional Recommendation data indicates a 9% decrease of Intensive students and a 12% increase of Strategic students over the three assessment periods, BOY, MOY and EOY. For the measure NWF (Primary Key Skill) between the BOY and EOY the data indicates 5% increase of Benchmark students; and a decrease of 17% Intensive between BOY and EOY. For the measure PSF (Secondary Key Skill) the data indicates a 24% increase of Benchmark students between BOY and MOY, and another 21% increase of Benchmark students between MOY and EOY, a total of 45% increase of Benchmark students.

Weakness: In 2008-2009, K students of EOY 2009 are now grade 1 BOY, of 2009. This data indicates for the measure PSF, an increase of 21% Intensive, an increase of 19% Strategic, and decrease of 25% Benchmark; for the measure LNF, a 0% change of Intensive; an increase of 4% Strategic and a decrease of 4% Benchmark. For NWF at the MOY only, the data indicates a decrease of 13% Benchmark students (a Bell-like curve over the BOY, MOY and EOY.)

GRADE 2: DIBELS

YEAR	BOY (Beginning Of Year) Intensive - Strategic - Benchmark	MOY (Middle Of Year) Intensive - Strategic - Benchmark	EOY (End Of Year) Intensive - Strategic - Benchmark
'06 – '07	44% - 18% - 38%	58% - 4% - 38%	58% - 16% - 26%
'07 – '08	44% - 19% - 37%	37% - 23% - 40%	38% - 30% - 32%
'08 – '09	35% - 20% - 45%	26% - 22% - 52%	34% - 24% - 42%
'09 – '10	21% - 34% - 44%		

Grade 2

mCLASS DIBELS Performance Report:

During 2008-2009 the Reading First Instructional Recommendation for BOY 35% were Intensive, 21 % Strategic, and 44% Benchmark. When comparing 2007-2008 with 2008-2009 MOY; a decrease of 11% Intensive, a decrease of 1% Strategic, and an increase of 12% of Benchmark students. When comparing 2007-2008 with 2008-2009 EOY; an increase of 8% Intensive, an increase of 2% Strategic and a decrease of 10% Benchmark students.

The Breakdown Measures of DIBELS for grade 2 are as follows:

- **Nonsense Word Fluency (NWF):** BOY only. The data indicates in 2007-2008, at the BOY, 17% were Intensive, 37% Strategic and 46% Benchmark. In 2008-2009, at the BOY 23% were Intensive, 31% Strategic and 46% Benchmark; [comparing these students with their EOY of 2008 (then in grade 1) 17% were Intensive, a 5% increase; 27% Strategic, a 4% increase; and 56% Benchmark, a 10% decrease.]
- **Oral Reading Fluency (ORF):** BOY, MOY and EOY. In 2007-2008 the data indicates at the BOY, 44% were Intensive, 19% Strategic, and 37% Benchmark; compared to the MOY 37% were Intensive, a 7% decrease; 23% Strategic, a 4% increase; and 40% Benchmark, a 3% increase; compared to the EOY 38% Intensive, a 1% increase; 30% Strategic, a 7% increase; and 33% Benchmark, a 7% decrease. In 2008-2009 the data indicates at the BOY 35%

Intensive, 20% Strategic, and 45% Benchmark; compared to the MOY 28% Intensive, a 9% decrease; 22% Strategic, a 2% increase; and 51% Benchmark, a 6% increase; compared to the EOY 34% Intensive, an increase of 8%, 24% Strategic, an increase of 2%; and 42% Benchmark, a decrease of 9%.

Grade 2: Terra Nova Spring Result Comparison:

Spring of 2007, 80 students were tested. Of that population 5.0% met Benchmark in Reading Comprehension, 14.5% met Benchmark in Vocabulary, and 18.4% met Benchmark in Word Analysis.

Spring of 2008, 65 students were tested. Of that population 3.2% met Benchmark in Reading Comprehension – a decrease of 1.8% from last year, 6.5% met Benchmark in Vocabulary – a decrease of 8.0% from last year, and 22.6% met Benchmark in Word Analysis – an increase of 4.2% from last year.

Spring of 2009: N/A

Strengths: In 2008-2009, the RF Instructional Recommendation data indicates a 9% increase of students moving from Intensive into Strategic; another 2% moved into Benchmark between the MOY and EOY

Weaknesses: In 2008-2009, although there was an increase of Strategic and Benchmark students at the MOY, by the EOY an 8% decrease of Strategic and Benchmark students moved back into Intensive.

GRADE 3: DIBELS

YEAR	BOY (Beginning Of Year) Intensive - Strategic - Benchmark	MOY (Middle Of Year) Intensive - Strategic - Benchmark	EOY (End Of Year) Intensive - Strategic - Benchmark
'06 – '07	46% - 32% - 22%	57% - 27% - 16%	35% - 40% - 25%
'07 – '08	45% - 24% - 31%	42% - 13% - 45%	35% - 11% - 54%
'08 – '09	36% - 37% - 27%	21% - 32% - 47%	22% - 36% - 42%
'09 – '10	13% - 20% - 67%		

Grade 3

mCLASS DIBELS Performance Report:

During 2008-2009 the Reading First Instructional Recommendation for BOY 35% were Intensive, 38 % Strategic, and 28% Benchmark. When comparing 2007-2008 with 2008-2009 BOY; a decrease of 10% Intensive, an increase of 14%, and a decrease of 3% Benchmark. In comparing 2007-2008 with 2008-2009 MOY; a decrease of 21% Intensive, an increase of 19% Strategic, and an increase of 2% Benchmark students. In comparing EOY of 2007-2008 with 2008-2009 EOY; a decrease of 13% Intensive, an increase of 25% Strategic, and a 12% Benchmark students.

The Breakdown Measures of DIBELS for grade 3 are as follows:

- Oral Reading Fluency (ORF): BOY, MOY and EOY. In 2007-2008 the data indicates at the BOY 45% were Intensive, 24% Strategic, and 31% Benchmark; compared to the MOY 42% Intensive, a 3% decrease; 13% Strategic, a 11% decrease; and 46% Benchmark, a 15% increase; compared to the EOY 35% Intensive, a 7% decrease; 11% Strategic, a 2% decrease; and 54% Benchmark, an increase of 8%. In 2008-2009 the data indicates at the BOY 36% were Intensive, 37% Strategic, and 27% Benchmark; compared to the MOY 21% Intensive, a 15% decrease; 32% Strategic, a 5% decrease; and 47% Benchmark, and increase of 20%; compared to the EOY 22% Intensive, an increase of 1%; 36% Strategic, a 4% increase; and 42%, a decrease of 5%.

YEAR	% LEVEL 1	% LEVEL 2	% LEVEL 3	% LEVEL 4	% LEVELS 3 + 4
2007	35.6	43.7	20.7	0.0	20.7
2008	30.4	41.8	25.3	2.5	27.8
2009	20.3	44.8	35.1	0.0	35.1

Grade 3 English Language Arts Results- New York State ELA

During the 2006-2007 school year, 35.6% of the students received a Level 1 and 43.7% of the students received a Level 2 for a total of 79.3% of students receiving a Level 1 or 2. During the 2007-2008 school year 30% of the students received a Level 1 and 42.5% of students received a Level 2 for a total of 72.5 % receiving a Level 1 or 2. This is a 6.8% decrease of students receiving Level 1 and level 2. During 2006-2007 20.7% of the students received Level 3 and 0.0% of the students did received a Level 4. During 2007-2008 25.0% of the students received a Level 3 and 2.5% of the students received a Level 4. This is a 4.3% increase of students receiving a Level 3 and 2.5% increase of the students receiving a Level 4.

During 2006-2007 70.6% of the **Special Needs** students received a Level 1 and 11.8% of the Special Needs students received a Level 2. In comparison, during the year 2007-2008 53.9% of the Special Needs students received a Level 1 and 38.5% of the students received a Level 2. This is a 16.7% decrease in the students receiving a Level 1 and a 26.7% increase of students receiving a Level 2. During 2006-2007 17.6% of Special Needs students received a Level 3 and 0% received a Level 4. During 2007-2008 0% of Special Needs students received a Level 3 and 7.7% of students received a Level 4. During 2008-2009 the data indicates that 60% of the Special Needs students received a Level 1, an increase of 6.2%; 33.3% received a Level 2, a decrease of 5.2%; 6.7% received a Level 3, an increase of 6.7%; and 0.0% received a Level 4, a decrease of 7.7%.

The **ELL** tested population for 2007-2008 62.5% of students received a Level 1 and 25% received a Level 2. During 2006-2007 of this population 16.7% of the students received a Level 1 and 50% of the students received a Level 2. During 2007-2008 12.5% of the ELL students received a Level 3 and 12.5% of the students received a Level 4. During 2006-2007 33.3% of the students received a Level 3 and 0% of the students received a Level 4. During 2008-2009 the data indicates there were no ELL students tested on grade 3.

Grade 3: Terra Nova Spring Result Comparison:

Spring of 2007, 77 students were tested. Of that population 6.5% met Benchmark in Reading Comprehension, 2.6% met Benchmark in Vocabulary.

Spring of 2008, 78 students were tested. Of that population 11.5% met Benchmark in Reading Comprehension – an increase of 5.0 % from last year, 9.1% met Benchmark in Vocabulary – an increase of 6.5% from last year,

Spring of 2009: N/A

Strengths: In 2008-2009, grade 3 DIBELS, where ORF is the only measure (with a Primary Key Skill of Fluency with Text and a Secondary Key Skill of Accuracy with Text,) the data indicates a 15% increase of Benchmark students between the BOY and MOY. During 2008-2009, the ELA data indicates a 35.1% of the students received a Level 3. This is a 9.8% increase of Level 3 students, which includes the Special Needs students tested; Special Needs students had a 6.7% increase at Level 3. The Performance Indicators data show strength in the following areas:

- Elements of character, plot and setting to understand author's message/intent
- Summarize main ideas with supporting details...
- Use of specific evidence from stories to describe characters, their actions, motivation...
- Determine meaning of unfamiliar words by using context clues, dictionaries...

Weaknesses: In 2008-2009, the DIBELS data indicates that while there was a decrease of 14% Intensive and decrease of 5% Strategic from BOY to MOY, by the EOY Strategic students had decreased by 1% for the school year. During 2008-2009, the ELA data indicates 0.0 received a Level 4. This is a decrease of 2.5% of Level 4. The Performance Indicators data show weakness in the following areas:

- Evaluate the content by identifying important and unimportant details
- Read and understand written directions
- Make predictions, draw conclusions and make inferences about characters and events

GRADE 4: NYS ELA Results

YEAR	% LEVEL 1	% LEVEL 2	% LEVEL 3	% LEVEL 4	% LEVELS 3 + 4
2007	12.1	51.6	36.3	0.0	36.3
2008	13.3	49.3	36.0	1.3	37.3
2009	6.4	51.3	38.5	3.8	42.3

Grade 4: English Language Arts Results - New York State ELA

In 2008-2009, 6.4% of the students received a Level 1 compared to the 13.3% in 2007-2008. This is a decrease of 6.9%. 51.3% received a Level 2 compared to 49.3% in 2007-2008. This is a 2% decrease. 38.5% of the students received a Level 3, compared to 2007-2008 where 36.0% of the students received a Level 3. This is an increase of 2.5%. 3.8% of the students received a Level 4, compared to the 1.3% in 2007-2008. This is an increase of 2.5%.

Special Needs Students, in 2008-2009, 11.1% of the students received a Level 1. This is an 18.3% decrease receiving a Level 1 from 2007-2008. 88.9% of the students received a Level 2, an increase of 41.8% compared to 2007-2008. 0.0% of the students received a Level 3, a decrease of 23.5% compared to 2007-2008. 0.0% of the students received a Level 4, which is no change when compared to 2007-2008.

During 2006-2007 school year 36.4% of the **ELL** students received a Level 1 and 27.3% received a Level 2; 36.4% of the ELL students received a Level 3 and 0% of the students received a Level 4. During 2008-2009 the data indicates there were no ELL students tested on grade 4.

Strengths: During 2008-2009, 6.4% received a Level 1, a 6.9 decrease and 51.3% received a Level 2, an increase of 2%; 38.5% of the students received a Level 3 and 3.8% received a Level 4. This is an increase of 2.5% of Level 3 and a 2.5% increase of Level 4 students. Of our Special Needs students, 11.1% received a Level 1, an 18.3% decrease moving up to a Level 2. The Performance Indicators data show strength in the following areas:

- Collect and interpret data, facts and idea of unfamiliar texts
- Identifying main ideas and supporting details in informational tests
- Understanding written directions and procedures
- Determining the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources

Weaknesses: During 2008-2009, the ELA data indicates that 6.4% of our students received a Level 1 and 51.3% received a Level 2. Only 1.5% received a Level 4, a limited increase of .3%. 0.0% of Special Needs students received a Level 3 and a Level 4. The Performance Indicators data show weakness in the following areas:

- Use knowledge of story structure, story elements, and key vocabulary to interpret stories
- Use of specific evidence from stories to identify themes, describe characters, their actions and motivations related to the sequence of events

- *Make predictions and inferences about events and characters*

GRADE 5: NYS ELA Results

YEAR	% LEVEL 1	% LEVEL 2	% LEVEL 3	% LEVEL 4	% LEVELS 3 + 4
2008	6.2	43.2	49.4	1.2	49.5
2009	0.0	40.3	58.2	1.5	59.7
2010	19.7	4.6	28.8	0.0	28.8

Grade 5 English Language Arts Results- New York State ELA

During the 2007-2008 school year 6.2% of the students received a Level 1 and 43.2% of students received a Level 2 for a total of 49.5 % receiving a Level 1 or 2. During 2007-2008 49.4% of the students received a Level 3 and 1.2% of the students received a Level 4. During 2008-2009 58.2% of the students received a Level 3 and 1.5% received a Level 4. This is an 8.8% increase in Level 3 and a .3% increase of Level 4 students. In 2009-2010, 28.8% of students received a level 3; a decrease of 29.4% and 0.0% of students received a level 4; a 1.5% decrease.

*During 2006-2007 16.7% of the **Special Needs** students received a Level 1 and 58.3% of the Special Needs students received a Level 2. In comparison, during the year 2007-2008 26.7% of the Special Needs students received a Level 1 and 66.7% of the students received a Level 2. This is a 10% increase in the students receiving a Level 1 and an 8.4% increase of students receiving a Level 2. During 2006-2007 25% of Special Needs students received a Level 3 and 0% received a Level 4. During 2007-2008 6.7% of Special Needs students received a Level 3 and 0% of students received a Level 4. During 2008-2009 Special Needs students 0.0% received a Level 1, a 28.6% decrease; 73.3% received a Level 2, a 9% increase; 26.7% received a Level 3, a 19.6% increase; and 4% received a Level 4, a 3% increase.*

*The **ELL** tested population for 2007-2008: 11.1% of the students received a Level 1 and 55.6% of the students received a Level 2. During 2006-2007 of this population 16.7% of the students received a Level 1 and 66.7% of the students received a Level 2. During 2006-2007 16.7% of the ELL students received a Level 3 and 0% of the students received a Level 4. During 2008-2009 the data indicates there were no ELL students tested on grade 5.*

Strengths: *During 2009-2010, although our grade 5 students showed a significant decrease in overall scores, more than 50% of our students received a score Within Target Range and Above Target Range. Of Special Needs students 0.0% received a Level 1, a 28.6% decrease; 73.3% received a Level 2, a 9% increase; 26.7% received a Level 3, a 19.6% increase; and 4% received a Level 4, a 3% increase. The Performance Indicators data show strength in the following areas:*

- *56% received Within Target and Above Target in Information/Understanding questions*
- *53% received Within Target and Above Target in Literature Response & Expression questions*

Weaknesses: *During 2009-2010, the data indicates that there was an increase of 19.7% of students receiving Level 1. The Performance Indicators data show weakness in the following areas:*

- *68.1% of our students received a Below Target Range in Critical Analysis & Evaluation questions*
- *43.9% of our students received a Below Target Range in Information/Understanding*
- *46.9% of our students received a Below Target Range in Literature Response & Expression*

Grades K-5 ~ Implications for Instructional Strategies for English Language Arts:

- *Professional Development will support the data driven Reading First program comprised of the scientifically research based Five Elements of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary and Reading Comprehension; and the balanced literacy approach, data interpretation, special needs/inclusion program and the differentiating of instruction in order to meet the Common Core State Standards (CCSS).*
- *The Literacy Coach will support the professional development needs of the literacy teaching staff with the new CCSS requirements as the focus. The Literacy Coach will provide professional development (via class demonstrations, workshops, study groups, grade-level appropriate standards-based literacy curriculum packets, and data analysis) for all teachers, including teachers of ELL, Special Education Self-Contained classes as well as Resource Room in all areas of ELA instruction.*
- *Through extensive professional development support, teachers will deliver a program designed to identify and remediate student skill deficiencies and promote the acquisition of literacy skills in order to meet the requirements of CCSS.*
- *Students in grades K-3 will participate in the Reading First Program.*
- *Students in grades K - 5 will have a 90-minute literacy block for Reading and a Writing workshop, which includes time for word study each day. The block for grades 4 and 5 generally consists of: Read Aloud, Share Reading, Independent Reading, Guided Reading, Modeled Writing or Shared Writing and Independent Writing, all of which will be aligned with the new CCSS.*
- *Students of the RF program in grades K-3 will continue to be tracked through three DIBELS Benchmark assessments and DIBELS progress monitoring every two weeks, in addition to two ECLAS-2 Benchmarks, and RF program thematic pre- and post tests.*
- *Students in grade 3-5 will participate in Literature Circles/Project Groups where they will focus on a particular book or topic. They will also be assessed using the ARIS Acuity Interim Assessments, a short diagnostic/prescriptive exam administered in October, December and March. This assessment will assist the classroom teachers in informing instruction based on the CCSS.*
- *Students of grades 3-5 will be given three interim assessments form ARIS Acuity in Literacy. Each student will further receive two practice standardized tests in literacy under testing conditions.*
- *Students who do not meet benchmarks may receive additional instruction in the Passport Reading intervention Program where they will be re-assessed every three weeks. Students in grades K-3, in addition to Passport Reading Intervention, will also receive intervention through LeapFrog/Track, and other RF Intervention materials.*
- *The Four Square Writing Organizational methodology, the Monthly Writing Focus and the School-Wide "Book of the Month" initiative will be fully implemented and integrated within the Writer's Workshop to support student growth in writing skills in alignment of the CCSS.*
- *To reduce student to teacher ratio, AIS support team of teachers "pull out" model and a smaller class size model in literacy will be implemented. With fewer children, the teacher can spend more time individualizing teacher and targeting the individual needs of each child including children with special and language learning needs.*
- *Our Seamless Day After-School program and the Achieve 3000 After-School program will offer additional targeted instruction to Level 1 and Level 2 students in Literacy. Seamless Day-After School Program will be implemented on Tuesday and Thursdays in order to provide small group and individualized instruction to students for the purpose of developing and strengthening identified Literacy skills and strategies. Teachers will work to provide students with Literacy skills and test prep on specific sessions.*
- *We will seek and develop new methods to improve literacy instruction for all Special Needs students. We will implement the best educational practices of the Passport Voyager Reading Program. The Passport Voyager Literacy Program, which promotes beginning literacy through*

small group instruction and a balanced literacy approach, will be implemented. The program includes benchmarks for achievement of reading skills.

GRADE 6: NYS ELA Results

YEAR	% LEVEL 1	% LEVEL 2	% LEVEL 3	% LEVEL 4	% LEVELS 3 + 4
2008	2.3	66.7	29.8	1.2	31.0
2009	0.0	46.6	53.4	0.0	53.4
2010	24.3	5.7	1.7	0.0	1.7

Grade 6 English Language Arts Results- New York State ELA

During 2007-2008, 2.3% of students received a Level 1 and 66.7% received a Level 2; a total of 69% received a Level 1 or 2. 1.7% received Level 3, 0.0% received Level 4; total of 1.7% received a Level 3 or 4. During 2008-2009, 0.0% received a Level 1 - a decrease of 2.3%; 46.6% received a Level 2 - a decrease of 20.2%; 53.4% received a Level 3 – an increase of 23.6%, and 0.0% received a Level 4 – a decrease of 1.2%. During 2009-2010, 24.3% of students received a Level 1 – an increase of 24.3%; 5.7% received a Level 2 – a decrease of 40.9%; 1.7% received a Level 3 – a decrease of 51.7%; and 0.0% received a Level 4 – remains the same as previous year.

Special Needs: During school year 2007-2008, 17 Special Needs students were tested; 11.8% received Level 1, 82.4% received Level 2, 5.9% received Level 3 and 0.0% received Level 4; a total of 5.9% received a Level 3 or 4. During 2008-2009, 13 Special Needs students were tested; 0.0% received Level 1, 69.2% received a Level 2, 30.8% received a Level 3, and 0.0% received a Level 4; a total of 30.8% received a Level 3 or 4. During 2009-2010, 17 students were tested; 47.1% received a Level 1, 47.1% received a Level 2, 5.9% received a Level 3, and 0.0% received a Level 4; a total of 5.9% received a Level 3 or 4.

ELLs: During school year 2007-2008, 6 ELL students were tested; 0.0% received Level 1, 83.3% received Level 2, 16.7% received Level 3 and 0.0% received Level 4; a total of 16.7% received a Level 3 or 4. During 2008-2009, 5 students were tested; ELA scores N/A. During 2009-2010, 2 students were tested; ELA scores N/A.

Strengths: During school year 2009-2010, although our grade 6 students showed a significant decrease in overall scores, the Performance Indicators show more than 30% received a score Within Target Range and Above Target Range:

- 30.0% received Within and Above Target Range in Information/Understanding
- 31.1% received Within Target and Above Range in Critical Analysis & Evaluation

Weaknesses: During 2009-2010, the data indicates a 40.9% decrease in Levels 3 & 4. The Performance Indicators show:

- 64.3% received Below Target Range in Information/Understanding
- 71.4% received Below Target Range in Literature Response & Expression
- 68.6% received Below Target Range in Critical Analysis & Evaluation

GRADE 7: NYS ELA Results

YEAR	% LEVEL 1	% LEVEL 2	% LEVEL 3	% LEVEL 4	% LEVELS 3 + 4
2008	0.0	69.5	30.4	0.0	30.4
2009	0.0	33.3	66.7	0.0	66.7
2010	21.4	65.6	11.4	1.4	12.8

Grade 7 English Language Arts Results- New York State ELA

During 2007-2008, 0.0% of students received a Level 1 and 69.5% received a Level 2; a total of 69.5% received a Level 1 or 2; 30.4% received Level 3 and 0.0% received Level 4; a total of 30.4% received Level 3 or 4. During 2008-2009, 0.0% received a Level 1 – remaining the same from the previous year; 33.3% received a Level 2 - a decrease of 36.2%; 66.7% received a Level 3 – an increase of 36.3% and 0.0% received a Level 4, remaining the same from the previous year. During 2009-2010 21.4% of students received a Level 1 – an increase of 21.4%; 65.6% received a Level 2 – an increase of 32.3%; 11.4% received a Level 3 – a decrease of 55.3%; and 0.0% received a Level 4 – remains the same as previous year.

Special Needs: *During school year 2007-2008, 9 Special Needs students were tested; 0.0% received Level 1, 77.8% received Level 2, 22.2% received Level 3 and 0.0% received Level 4; a total of 5.9% received a Level 3 or 4. During 2008-2009, 9 Special Needs students were tested; 0.0% received Level 1, 77.8% received a Level 2, 22.2% received a Level 3, and 0.0% received a Level 4; a total of 30.8% received a Level 3 or 4. During 2009-2010, 10 students were tested; 30% received a Level 1, 60% received a Level 2, 10% received a Level 3, and 0.0% received a Level 4; a total of 60% received a Level 3 or 4.*

ELLs: *During school year 2007-2008, 1 student tested; ELA scores N/A. During 2008-2009, 5 students tested; ELA scores N/A. During 2009-2010, 4 students tested; ELA scores N/A.*

Strengths: *During school year 2009-2010, although our grade 7 students showed a significant decrease in overall scores, the Performance Indicators show more than 30% received a score Within Target Range and Above Target Range:*

- 37.1% received Within and Above Target Range in Literature Response & Expression

Weaknesses: *During 2009-2010, the data indicates 53.9% decrease in Levels 3 & 4. The Performance Indicators show:*

- 77.1% received Below Target Range in Information/Understanding
- 62.3% received Below Target Range in Literature Response & Expression
- 80.0% received Below Target Range in Critical Analysis & Evaluation

GRADE 8: NYS ELA Results

YEAR	% LEVEL 1	% LEVEL 2	% LEVEL 3	% LEVEL 4	% LEVELS 3 + 4
2008	1.8	61.4	35.1	1.8	36.9
2009	0.0	52.9	47.0	0.0	47.0
2010	10.8	71.6	16.2	1.4	17.6

Grade 8 English Language Arts Results- New York State ELA

During 2007-2008, 1.8% of students received a Level 1, and 61.4% received a Level 2; a total of 63.2% received a Level 1 or 2. 35.1% received Level 3, and 1.8% received Level 4; total of 36.9% received a Level 3 or 4. During 2008-2009, 0.0% received a Level 1 - a decrease of 1.8%; 52.9% received a Level 2 - a decrease of 8.5%; 47.0% received a Level 3 – an increase of 11.9%, and 0.0% received a Level 4 – a decrease of 1.8%. During 2009-2010, 10.8% of students received a Level 1 – an increase of 10.8%; 71.6% received a Level 2 – an increase of 18.7%; 16.2% received a Level 3 – a decrease of 30.8%; and 1.4% received a Level 4 – an increase of 1.4%.

Special Needs: *During school year 2007-2008, 10 Special Needs students were tested; 10.0% received Level 1, 90.0% received Level 2, 0.0% received Level 3, and 0.0% received Level 4; a total of 0.0% received a Level 3 or 4. During 2008-2009, 7 Special Needs students were tested; 0.0% received Level 1, 71.4% received a Level 2, 28.6% received a Level 3, and 0.0% received a Level 4; a total of 28.6% received a Level 3 or 4. During 2009-2010, 14 students were tested; 28.6% received a Level 1, 71.4% received a Level 2, 0.0% received a Level 3, and 0.0% received a Level 4; a total of 0.0% received a Level 3 or 4.*

ELLs: *During school year 2007-2008, 2 students tested; ELA scores N/A. During 2008-2009, N/A. During 2009-2010, 4 students tested; ELA scores N/A.*

Strengths: *During school year 2009-2010, our grade 8 students showed a 1.4% increase in overall scores. The Performance Indicators show:*

- *40.5% received Within and Above Target Range in Information/Understanding*
- *41.9% received Within Target and Above Range in Literature Response & Expression*
- *41.9% received Within Target and Above Range in Critical Analysis & Evaluation*

Weaknesses: *During 2009-2010, the data indicates a decrease of more than 50% of students Below Target Range. The Performance Indicators show:*

- *59.5% received Below Target Range in Information/Understanding*
- *58.1% received Below Target Range in Literature Response & Expression*
- *58.1% received Below Target Range in Critical Analysis & Evaluation*

Grades 6 ~ 8 Implications for Instructional Strategies for English Language Arts:

- *Professional Development will support a data driven balanced literacy approach, which will include data analysis and evaluation of Acuity and previous year's ELA scores; and the differentiating of instruction for all students including our special needs/inclusion and ELL programs.*
- *The Literacy Coach will support the professional development needs of the literacy teaching staff. The Literacy Coach will provide professional development (via class demonstrations, workshops, study groups, grade-level appropriate standards-based literacy curriculum packets, and data analysis) for all teachers, including teachers of ELL, Special Needs Self-Contained classes as well as Resource Room in all areas of ELA instruction.*
- *Through extensive professional development support, teachers will deliver a program designed to identify and remediate student skill deficiencies and promote the acquisition of literacy skills.*
- *Students in grades 6-8 will have a 90-minute literacy block for Reading and a Writing workshop, which includes time for word study each day. The block for grades 6-8 generally consists of: Read Aloud, Shared Reading, Independent Reading, Guided Reading, Modeled Writing or Shared Writing and Independent Writing.*
- *Students in grade 6-8 will participate in Literature Circles and Project Groups where they will focus on a particular book, topic or genre.*

- *The Four Square Writing Organizational methodology, the Monthly Writing Focus and the School-Wide “Book of the Month” initiative will be fully implemented and integrated within the Writer’s Workshop to support student growth in writing skills.*
- *Teachers of students in grades 6-8 will to be tracked monthly through Developmental Reading Assessments (DRA).*
- *Students in grades 6-8 will be assessed using the ARIS Acuity Interim Assessments, a short diagnostic/prescriptive exam administered in October, December and March. This assessment will assist the classroom teachers in informing instruction*
- *Students who do not meet benchmarks may receive additional intervention instruction in the Passport’s Voyager-U; Achieve 3000 and Study Island Reading intervention Programs where students will be progress monitored.*
- *To reduce student to teacher ratio, AIS support team of teachers “pull out,” as well as “push-in,” will be implemented to support individual student needs.*
- *Our Seamless Day After-School program and the Achieve 3000 program will offer additional targeted instruction to Level 1 and Level 2 students in Literacy. Both programs will be implemented in order to provide small group and individualized instruction to students for the purpose of developing and strengthening identified Literacy skills and strategies. Teachers will work to provide students with Literacy skills and test prep on specific sessions.*
- *Study Island will be implemented within classrooms, facilitated by classroom teachers with the intent to focus on student individual learning needs.*

Section IV NEEDS ASSESSMENT

Summary of Needs Assessment for Mathematics

Pre-K and Kindergarten

During the 2009-2010 school year the students in Pre-K and Kindergarten were assessed on an informal basis while utilizing the Everyday Mathematics program. Teachers used ongoing forms of assessment such as observation and product assessments. These assessments involved teacher observations, collecting samples of student work, and teacher/student mathematics conferences. The information obtained during these informal assessments were recorded monthly and/or periodically to establish whether or not there was adequate progress. Overall, the students in both Pre-K and Kindergarten made satisfactory progress.

Grades 1 and 2

During the 2009-2010 school year the students in grades 1 and 2 were assessed on both an informal and formal basis while utilizing the Everyday Mathematics program. Teachers used ongoing assessments, often called informal assessments, such as observation and product assessments. These assessments involved teacher observations, collecting samples of student work, and teacher/student mathematics conferences. Periodic assessments, often called formal assessments, were also utilized. These assessments were special assessment events that occurred at fairly regular intervals throughout the school year. It involved end of unit, beginning, midyear and end of year content- specific tests which were recorded monthly/ periodically based on a fairly flexible pacing calendar to establish whether or not there was adequate progress. Overall, the students in both Grade 1 and Grade 2 made satisfactory progress.

Grade 3 Mathematics Results – State Test

During the 2009 – 2010 school year 18% of the students scored a level 1, an increase of 10% from the 2008-2009 school year. During the 2009 – 2010 school year, 42% of the students scored a level 2, an increase of 27% from 2008-2009. During the 2009 – 2010 school year, 36% of the students scored a level 3, a decrease of 38% from 2008-2009. During the 2009 – 2010 school year, 4% of the students scored a level 4, an increase of 1% from 2008-2009 school year.

Grade 4 Mathematics Results – State Test

During the 2009 – 2010 school year 15% of the students scored a level 1, an increase of 8% from the 2008-2009 school year. During the 2009 – 2010 school year, 59% of the students scored a level 2, an increase of 32% from 2008-2009. During the 2009 – 2010 school year, 21% of the students scored a level 3, a decrease of 27% from 2008-2009. During the 2009 – 2010 school year, 4% of the students scored a level 4, a decrease of 13% from 2008-2009.

Grade 5 Mathematics Results – State Test

During the 2009 – 2010 school year 6% of the students scored a level 1, an increase of 6% from the 2008-2009 school year. During the 2009 – 2010 school year, 36% of the students scored a level 2, an increase of 21% from 2008-2009. During the 2009 – 2010 school year, 48% of the students scored a level 3, a decrease of 18% from 2008-2009. During the 2009 – 2010 school year, 9% of the students scored a level 4, a decrease of 9% from 2008-2009.

Grade 6 Mathematics Results – State Test

During the 2009 – 2010 school year 16% of the students scored a level 1, an increase of 9% from the 2008-2009 school year. During the 2009 – 2010 school year, 54% of the students scored a level 2, an increase of 21% from 2008-2009. During the 2009 – 2010 school year, 29% of the students scored a level 3, a decrease of 29% from 2008-2009. During the 2009 – 2010 school year, 1% of the students scored a level 4, a decrease of 2% from 2008-2009.

Grade 7 Mathematics Results – State Test

During the 2009 – 2010 school year 7% of the students scored a level 1, an increase of 7% from the 2008-2009 school year. During the 2009 – 2010 school year, 54% of the students scored a level 2, an increase of 41% from 2008-2009. During the 2009 – 2010 school year, 31% of the students scored a level 3, a decrease of 49% from 2008-2009. During the 2009 – 2010 school year, 7% of the students scored a level 4, which remained unchanged from the 2008-2009 school year.

Grade 8 Mathematics Results – State Test

During the 2009 – 2010 school year 10% of the students scored a level 1, an increase of 9% from the 2008-2009 school year. During the 2009 – 2010 school year, 58% of the students scored a level 2, an increase of 18% from 2008-2009. During the 2009 – 2010 school year, 25% of the students scored a level 3, a decrease of 32% from 2008-2009. During the 2009 – 2010 school year, 8% of the students scored a level 4, a increase of 7% from 2008-2009.

Aids or barriers to the school's continuous improvement

- Restrictive scheduling requirements for grades 6 through 8 prevent the implementation of effective intervention services.
- Lack of parental/community involvement.
- High teacher absentee rate which interrupts education.

Description of Instructional Strategies for Mathematics

PS/MS 306 continues with the full implementation of the balanced mathematics prototype core curriculum which includes providing interim assessments, mathematics pacing calendars, and appropriate professional development for all relevant staff. This curriculum is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to attain its AMO. Current strategies for improving instruction and student performance for grades Pre-k through 5 in mathematics include instructional time of 100 minutes per day and the implementation of the balanced mathematics prototype core curriculum which incorporates the Everyday Mathematics Program. Current strategies for improving instruction and student performance for grades 6 – 8 in mathematics include the implementation of the balanced mathematics prototype core curriculum which incorporates the Impact Mathematics Program and the implementation of a Regents Integrated Math Program for a select group of 8th grade students.

The Math prototype utilizes the Grade Specific Mathematics Program with its experiential approach, which consists of Problem of the Day, modeled instruction, strategic problem-solving, guided practice, fully outfitted mathematics classrooms with manipulatives, graphing calculators and other exploratory mathematics tools, mathematics journals, interactive open-ended problem solving, mathematics word walls, and teacher/student conferences. This comprehensive approach, along with interim assessments, the mathematics pacing calendars, and the reduction of class size, will enable the school to achieve its instructional mission. Students in grades 3 – 8 will be given interim assessments from Acuity. Each student will further receive practice standardized tests under testing conditions.

- *The math coaches will support the professional development needs of the math teaching staff. Math coaches will provide professional development via class demonstrations, workshops, and text-based discussions for all teachers.*
- *Students in grades Pre-K through 5 will receive 100 minutes of mathematics instruction daily.*
- *Students in grades 6-8 will receive 8 periods of mathematics instruction per week. Each period consists of 50 minutes of instruction.*
- *Students in grades Pre-K through 5 will be using the Everyday Mathematics program. Everyday Mathematics developed by the University of Chicago School Mathematics Project is a standards-based, hands-on mathematics program.*
- *Students in grades 6-8 will be using the Impact Math program. It focuses on skill development through conceptual understanding, problem solving and reasoning, rather than facts and procedures. Impact Mathematics is a standards-based, integrated curriculum that includes strands on number and operations, proportional reasoning, geometry, probability and data with a focus on the development of algebraic thinking. In addition to Impact Mathematics, teachers of grades 6-8 will receive Hot Words, Hot Topics, a supplemental skill practice program and a class set of scientific calculators.*
- *High quality professional development in Mathematics will be provided for teachers, staff members and parents as part of an overall plan for the school.*

Priorities for School Year 2010-11:

The educational priorities for PS/MS 306 for the school-year 2010-2011 would be:

- *Increase the percentage of students performing in math at or above proficiency level (a Level 3 or above on the State Math Examination) by 20%.*

- *Improve our teachers' knowledge of mathematics and strategies for teaching students with different learning styles and provide professional development on a regular basis.*
- *Develop a Mathematics Handbook for grades 6 – 8 to include guidelines, best practices, sample lesson plans, and worksheets contributed by each of the Middle School Math teachers. This handbook will allow for consistency between grade levels and provide a source of teaching materials for substitutes and pull-out teachers.*

Section IV NEEDS ASSESSMENT

Summary of Needs Assessment Findings for Science

Grade Pre-K, K, 1 and 2

Overall results of teacher assessments, student's completion of projects and teacher observations indicate an average amount of progress for kindergarten, grade one and grade two students in meeting the standards in science. Students are programmed to receive a minimum of 100 minutes of science instruction per week. A qualified science teacher/coordinator for grades K-8 is working with classroom teachers to implement the science curriculum. Our goal is that science becomes fused into all discipline areas and that teachers are provided with additional essential materials. Grades K-2 are successfully implementing the use of the new Harcourt Curriculum which was received in September 2009.

Grade 3, 5

The overall results of teacher assessments, student's portfolios, and teacher observations indicate an average amount of progress for grade three and five students in meeting standards in science. Students are programmed to receive a minimum of 100 minutes of science instruction per week. A qualified science teacher/coordinator for grades K-8 is working with classroom teachers to implement the science curriculum. Our goal is to incorporate the Core Knowledge curriculum and manipulatives. The addition of an elementary cluster teacher would also be an improvement in science for grades 3 and 5, and would help to prepare grade 3 students for the Elementary Level State Assessment (ELSA) administered in the fourth grade. Grade 5 has successfully implemented the use of the new Harcourt Curriculum which was received in September 2008.

Grade 4

The overall results of the Elementary Level State Assessment (ELSA) indicated only a slight improvement in performance (1%) for grade 4 students, with a improvement in the male students' scores. Students are programmed to receive 200 minutes of science instruction per week. A qualified science teacher/coordinator for grades K-8 is working with the fourth grade classroom teachers to implement the science curriculum. Of the 200 minutes of science instruction per week, 100 minutes is taught in the science lab, by the science cluster teacher where students primarily learn through hands on investigations. Our goal is that the addition of the science cluster teacher for grades 3 through 5 will help to prepare students to meet the state designated level (3&4) on the ELSA.

Description of Instructional Strategies for Science

PS/MS 306 continues with the full implementation of the science curriculum which includes providing pre-assessments, interim assessments, end of year assessments, science pacing calendars, and appropriate professional development for all relevant staff. This curriculum is based on scientifically based research and offers substantial promise of improving educational achievement for low-

achieving students and enabling the school to attain its AMO. Current strategies for improving instruction and student performance for each grade level are as follows:

New York State Elementary Level Science Assessment

During the 2009-2010 school year, the overall results show that of all tested students (69 students) the average score was a 69, which is a 1% increase from 2008-2009, when the average was a 70. During the 2009-2010 school year, 19% of students earned a level 4, and 46% of students earned a level 3, for a total of 65% of the students earning a level 3 or 4. This is an increase of 6% from the 2008-2009 school year when 59% of students earned a level 3 or 4. There was a decrease of 12% from 2008-2009 in the students who earned a level 4 and an increase of 18% from 2008-2009 in the students who earned a level 3. During the 2009-2010 school year, 29% of students earned a level 2, and 6% of students earned a level 1, for a total of 35% of students earning a level 1 or 2. This is a 6% decrease from the 2008-2009 school year when 41% of students earned a level 1 or 2. There was a decrease of 2% from 2008-2009 in the students who earned a level 2 and a decrease of 4% from 2008-2009 in the students who earned a level 1.

*During the 2009-2010 school year, the **female population** tested consisted of 30 students. The female students' average score was 72, which is 1% lower than the previous year when the score was a 73%. It is also 5% higher than the average score of 67 for the male student population. Of the 30 female students, 73% earned a level 3 or 4. This is a 4% increase from 2008-2009 when 69% of female students earned a level 3 or 4. During the 2009-2010 school year 17% of female students earned a level 4, which is a 21% decrease from 2008-2009 when 38% of female students earned a level 4. During 2009-2010 school year, 56% of female students earned a level 3, which is a 25% increase from 2008-2009 when 31% of female students earned a level 3. Of the 30 female students tested, 27% earned a level 1 or 2. This is a 4% decrease from 2008-2009 when 31% of female students earned a level 1 or 2. During the 2009-2010 school year 27% of female students earned a level 2, which is a 5% increase from 2008-2009 when 22% of female students earned a level 2. During the 2009-2010 school year 0% of female students earned a level 1, which is a 9% decrease from 2008-2009 when 9% of female students earned a level 1.*

*During the 2009-2010 school year, the **male population** tested consisted of 39 students. The male students' average score was 67, which is 1% lower than the previous year. It is 5% lower than the average score of 72 for the female student population. Of the 39 male students, 59% earned a level 3 or 4. This is a 7% increase from 2008-2009 when 52% of male students earned a level 3 or 4. During the 2009-2010 school year 21% of male students earned a level 4, which is a 5% decrease from 2008-2009 when 26% of male students earned a level 4. During 2009-2010 school year, 38% of male students earned a level 3, which is a 12% increase from 2008-2009 when 26% of male students earned a level 3. Of the 39 male students tested, 41% earned a level 1 or 2. This is a 7% decrease from 2008-2009 when 48% of male students earned a level 1 or 2. During the 2009-2010 school year 31% of male students earned a level 2, which is a 6% decrease from 2008-2009 when 37% of male students earned a level 2. During the 2009-2010 school year 10% of male students earned a level 1, which is a 21% decrease from 2008-2009 when 31% of male students earned a level 1.*

*During the 2009-2010 school year, the **Special Needs population** tested consisted of 14 students compared to 11 students in 2008-2009. The Special Needs population scored an average of 57, compared to an average of 51 the previous year. During the 2009-2010 school year, 0% of students earned a level 4, which is the same as in 2008-2009 when 0% of the Special Needs students scored a level 4. During the 2009-2010 school year, 36%% of Special Needs students scored a level 3, which is a 27% increase from 2008-2009 when 9% of students earned a level 3. During the 2009-2010 school year, 36% of Special Needs students earned a level 2, which is a 28% decrease from 2008-2009 when 64% of Special Needs students earned a level 2. During the 2009-2010 school year, 28% of Special Needs students earned a level 1, which is a 1% increase from 2008-2009 when 27% of Special Needs students earned a level 1.*

During the 2009-2010 school year, the **English Language Learners (ELL) population** tested consisted of 3 students, compared to 7 students in 2008-2009, and they scored an average of 70%. During the 2009-2010 school year, 0% of ELL students earned a level 4, which is the same as in 2008-2009 when 0% of ELL students earned a level 4. During the 2009-2010 school year, 67% of ELL students earned a level 3 which is a 24% increase from 2008-2009 when 43% of ELL students earned a level 3. In 2009-2010, 33% of ELL students earned a level 2, which is a 4% increase from 2008-2009 when 29% of ELL students earned a level 2. During the 2009-2010 school year, 0% of ELL students earned a level 1, which is a 29% decrease from 2008-2009 when 29% of ELL students earned a level 1.

Performance Trends

Strengths:

- We met our previous year's goal of increasing the number of students meeting the state designated levels of 3 and 4 by 3%
- there was a slight improvement in performance (%1) for grade 4 student
- 6% increase in the number of students meeting the state designated level of level 3 & 4
- 4% increase in the number of students who scored a level 4
- 18% increase in the number of students who scored a level 3
- 4% decrease in the number of students who scored a level 1
- 9% decrease in the number of **female students** who scored a level 1
- 7% increase in the number of **male students** who scored the state designated level of level 3 & 4
- 21% decrease in the number of **male students** who earned a level 1
- 27% increase in the number of **special needs students** who scored a level 3
- 24% increase in the number of **ELL students** who scored a level 3

Weaknesses:

- 12% decrease in the number of students earning a level 4
- 21% decrease in the number of **female students** who scored a level 4
- 5% decrease in the number of **male students** who scored a level 4

Implications for Instruction:

- The science coordinator will support the professional development needs of the science teaching staff, and will provide professional development via inter-visitations, and attendance at grade level common planning periods.
- Students in grade 4 will receive a minimum of 200 minutes of science instruction weekly.
- Students in grade 4 will receive a minimum of 100 minutes of science in the science lab.
- Students in grades K-5 will be using the Harcourt program with the Core Knowledge curriculum, a standards-based, hands-on science program.
- High quality professional development in Science will be provided for teachers through the Learning Support Organization (LSO), the Knowledge Network.

Grade 6,7

The overall results of teacher assessments, student's portfolios, and teacher observations indicate the need for a more structured science program. Students are programmed to receive 200 minutes of science instruction per week. A qualified science teacher/coordinator for grades K-8 is working with the middle school science teacher to implement the science curriculum. Teachers conference with individual students to discuss strengths and weaknesses in science. As a result, individual student tri-annual goals are developed to measure student progress in science. Students must use computers,

encyclopedias and other resource materials to complete hands-on research investigations, written reports and oral presentations. Our goal is to incorporate the new 6th and 7th grade Core Knowledge curriculum in order to provide students with a more structured science program, and prepare students for the Intermediate Level Science Assessment (ILSA).

Grade 8

New York State Intermediate Level Science Assessment

The overall results of the ILSA indicates that 55% of the students are meeting the state designated level (3&4), and 45% of the students did not meet the state designated level. Students are programmed to receive 200 minutes of science instruction per week, and 50 minutes of lab per week. A qualified science teacher/coordinator for grades K-8 is working with the middle school science teacher to implement the science curriculum. Teachers conference with individual students to discuss strengths and weaknesses in science. As a result, individual student tri-annual goals are developed to measure student progress in science. Students must use computers, encyclopedias and other resource materials to complete hands-on research investigations, written reports and oral presentations. Our goal is to align science with current expectations for Math and ELA, for example, implementing standardized pre-assessments and unofficial acuity exams.

The science prototype utilizes the grade specific science program which includes a traditional textbook as well as hands-on manipulatives. The science teachers use a variety of techniques to engage and involve students in their learning process, which includes modeled instruction, guided practice, science word wall, and teacher/student conferences. This comprehensive approach, along with interim assessments, the science pacing calendars, and the reduction of class size, will enable the school to achieve its instructional mission.

During the 2009-2010 school year, the **overall results** show that of all tested students (72 students) the average score was a 64, which is a 3% increase from 2008-2009, when the average was a 61. During the 2009-2010 school year, 8% of students earned a level 4, and 47% earned a level 3, for a total of 55% of students earning a level 3 or 4. This is a increase of 11% from the 2008-2009 school year when 44% of students earned a level 3 or 4. There was a increase of 6% from 2008-2009 in the students who earned a level 4 and a increase of 5% from 2008-2009 in the students who earned a level 3. During the 2009-2010 school year, 35% of students earned a level 2 and 10% of students earned a level 1, for a total of 45% of students earning a level 1 or 2. This is a 12% decrease from the 2008-2009 school year when 57% of students earned a level 1 or 2. There was a decrease of 14% from 2008-2009 in the students who earned a level 2 and a increase of 2% from 2008-2009 in the students who earned a level 1.

During the 2009-2010 school year, the **female population** tested consisted of 30 students. The female students' average score was 59, 1% lower than the previous year when the average was 60%. It is 9% less than the average score of 68% for the male student population. Of the 30 female students, 47% earned a level 3 or 4. This is a 2% increase from 2008-2009 when 45% of female students earned a level 3 or 4. During the 2009-2010 school year 0% of female students earned a level 4, which consistent with the scores from 2008-2009 when 0% of female students earned a level 4. During 2009-2010 47% of female students earned a level 3, which is a 2% increase from 2008-2009 when 45% of female students earned a level 3. Of the 30 female students tested, 53% earned a level 1 or 2. This is a 1% decrease from 2008-2009 when 54% of female students earned a level 1 or 2. During the 2009-2010 school year 33% of female students earned a level 2, which is a 15% decrease from 2008-2009 when 48% of female students earned a level 2. During the 2009-2010 school year 20% of female students earned a level 1, which is a 14% increase from 2008-2009 when 6% of female students earned a level 1.

During the 2009-2010 school year, the **male population** tested consisted of 42 students. The male students' average score was 68, which is 7% higher than the previous year when the average was

61%. It is 9% higher than the average score of 59 for the female student population. Of the 42 male students, 62% earned a level 3 or 4. This is a 21% increase from 2008-2009 when 41% of male students earned a level 3 or 4. During the 2009-2010 school year 14% of male students earned a level 4, which is a 11% increase from 2008-2009 when 3% of male students earned a level 4. During 2009-2010 school year, 48% of male students earned a level 3, which is a 10% increase from 2008-2009 when 38% of male students earned a level 3. Of the 42 male students tested, 38% earned a level 1 or 2. This is a 21% decrease from 2008-2009 when 59% of male students earned a level 1 or 2. During the 2009-2010 school year 36% of male students earned a level 2, which is a 14% decrease from 2008-2009 when 50% of male students earned a level 2. During the 2009-2010 school year 2% of male students earned a level 1, which is a 7% decrease from 2008-2009 when 9% of male students earned a level 1.

During the 2009-2010 school year, the **Special Needs population** tested consisted of 13 students compared to 6 students in 2008-2009. The Special Needs population scored an average of 49, which is a 3% decrease from 2008-2009 when the Special Needs population scored an average of 52. During the 2009-2010 school year, 0% of students earned a level 4, which is the same percentage of Special Needs students who scored a level 4 in 2008-2009. During the 2009-2010 school year, 23% of Special Needs students scored a level 3, which is a 6% increase from 2008-2009 when 17% of students earned a level 3. During the 2009-2010 school year, 39% of Special Needs students earned a level 2, which is a 11% decrease from 2008-2009 when 50% of Special Needs students earned a level 2. During the 2009-2010 school year, 38% of Special Needs students earned a level 1, which is a 5% increase from 2008-2009 when 33% of Special Needs students who scored a level 1.

During the 2009-2010 school year, the **English Language Learners (ELL)** population tested consisted of 2 students, compared to 0 during the 2008-2009 school year. The average score was 70%. During the 2009-2010 school year, 0% of ELL students earned a level 4, 100% earned a level 3, 0% earned a level 2 and 0% earned a level 1.

Performance Trends

Strengths:

- We met our previous year's goal of increasing the number of students meeting the state designated levels of 3 and 4 by 3%
- 11% increase in the number of students meeting the state designated levels of 3 or 4
- 6% increase in the number of students who scored a level 4
- 21% increase in the number of **male students** who met the state designated levels of 3 or 4
- 11% increase in the number of **male students** who scored a level 4
- 7% decrease in the number of **male students** who scored a level 1
- 6% increase in the number of **special needs students** who scored a level 3

Weaknesses:

- 2% increase in the number of students who scored a level 1
- The female students scored 6% less than the **male students**
- 14% increase in the number of **female students** who scored level 1
- 5% increase in the number of **special needs students** who scored a level 1

Implications for Instruction:

- The science coordinator will support the professional development needs of the science teaching staff, and will provide professional development via inter-visitations, and attendance at grade level common planning periods.
- Students in grades 6-8 will receive a minimum of 4 periods of science instruction per week. Each period consists of 50 minutes of instruction.
- Eighth grade students also receive 1 period of lab per week.

- *Students in grades 6-8 will be using the Glencoe Curriculum, a standards-based, hands-on science program.*
- *High quality professional development in Science will be provided for teachers through the Learning Support Organization (LSO), the Knowledge Network.*
- *Block scheduling for middle school science should be implemented to aid in the development of more advanced lab experiments*

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.*

Section V: ANNUAL SCHOOL GOALS in ELA: Grades K-5

All students of PS/MS 306K will meet or exceed their perspective Performance Standards through a seamless and unified curriculum.

Annual Goals using Benchmarks and subgroups

By June 2011, 20% of grade 3 students will make a year’s progress on the New York State English Language Arts Assessment.

By June 2011, 20% grade 4 students will make a year’s progress on the New York State English Language Arts Assessment.

By June 2011, 20% of grade 5 students will make a year’s progress on the New York State English Language Arts Assessment.

By June 2011, in grades K-3, there will be a 20% increase of Benchmark students on the End of Year (EOY) DIBELS Benchmark assessments.

ANNUAL SCHOOL GOALS in ELA: Grades 6-8

All students of PS/MS 306K will meet or exceed their perspective Performance Standards through a seamless and unified curriculum.

Annual Goals using Benchmarks and subgroups

By June 2011, 21.71% of grade 6 students, (a 20% increase) will make a years progress on the New York State English Language Arts Assessment.

By June 2011, 32.8% of grade 7 students, (a 20% increase) will make a years progress on the New York State English Language Arts Assessment.

By June 2011, 36.6% of grade 8 students, (a 20% increase) will make a years progress on the New York State English Language Arts Assessment.

Annual School Goals in Mathematics

By June 2011, 60% of grade 3 students, (a 20% increase) will make a years progress on the New York State Math Assessment.

By June 2011, 45% of grade 4 students, (a 20% increase) will make a years progress on the New York State Math Assessment.

By June 2011, 77% of grade 5 students, (a 20% increase) will make a years progress on the New York State Math Assessment.

By June 2011, 50% of grade 6 students, (a 20% increase) will make a years progress on the New York State Math Assessment.

By June 2011, 58% of grade 7 students, (a 20% increase) will make a years progress on the New York State Math Assessment.

By June 2011, 53% of grade 8 students, (a 20% increase) will make a years progress on the New York State Math Assessment.

Annual Goals in Science

By June 2011, 68% of fourth grade students will score at a level 3 or 4, or the average score for all students will be a 72% or higher on the New York State Elementary Level Science Assessment.

By June 2011, 58% of eighth grade students will score as a level 3 or 4, or the average score for all students will be 67% or higher on the New York State Intermediate Level Science Assessment.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts K-5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At PS/MS 306K, all Kindergarten through grade 3 students will meet or exceed their respective Common Core State Standards (CCSS) of 10-15% in reading through the implementation of the Reading First Initiative by June 2010. All grade 4 and 5 students will meet or exceed their respective CCSS 10-15% through the implementation of Balanced Literacy through Core Knowledge Curriculum (a seamless unified literacy curriculum) by June 2010. Students in all grades will achieve the noted NYS Annual Measurable Objective (AMO) for the year 2009-2010 of 117.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By June 2011, Kindergarten through grade 3 students will be engaged in the scientifically researched based, Reading First Initiative where the Five Elements of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension) and students will meet or exceed benchmark levels on the ECLAS -2, DIBELS, Terra Nova, and the city wide ELA assessments/exams, and will improve by 5% in all literacy strand areas. All students in grades 4 and 5 by June 2011 will be engaged in a comprehensive balanced literacy model comprising of the following components: Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Interactive Writing, Independent Writing and Word Study, aligned with the CCSS. Grades 3 through 5 students will work on listening, note-taking, and editing.</p> <p>The Principal, Assistant Principals, Literacy Coaches and Classroom teachers will meet to plan and map out ELA curriculum, instruction, materials and assessments weekly.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources for PD: 1 Supervisor, 1 Coach Resource for Seamless Day: 8 Teachers, 1 Supervisor. Funding Sources: Title III, Title I</p>

**Indicators of Interim Progress
and/or Accomplishment**

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

- *Correlating teaching strategies with the new CCSS.*
- *Three Benchmark assessments will be given to RF K-3 students during the year in DIBELS, BOY, MOY and EOY.*
- *DIBELS progress monitoring for all K-3 students will be administered every two weeks between the Benchmarks.*
- *Thematic pre- and post tests will be given to all RF K-3 students*
- *ECLAS-2 will be administered to K-3 students at the beginning and end of the school year.*
- *RF K students will be assessed in the PPVT-4 in the beginning and end of the school year.*
- *ARIS website will be utilized for grades 3-5 where Acuity and other assessments are housed*
- *Terra Nova will be administered to grades 1, 2 and 3 students in the spring of 2010 school year.*
- *Students will meet the NYS Standard of reading 25 books.*
- *Student Portfolio folders and Writing Journals will be reviewed quarterly and*

Subject/Area (where relevant): English Language Arts 6-8

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At PS/MS 306K, all grade 6-8 students will meet or exceed their respective performance Standards of 5-10% in reading through the implementation of the a balanced literacy approach using the Common Core State Standards (CCSS) and a seamless unified literacy curriculum by June 2011 . Students in all grades will achieve the noted NYS Annual Measurable Objective (AMO) for the year 2010-2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By June 2011, grade 6-8 students will be engaged in the balanced literacy approach which includes: Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Interactive Writing, Independent Writing and Word Study. Grades 6 through 8 students will work on listening, note-taking, and editing. The Principal, Assistant Principals, Literacy Coaches and Classroom teachers will meet to plan and map out ELA curriculum, instruction, materials and assessments weekly.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources for PD: 1 Supervisor, 1 Coach Resource for Seamless Day: 8 Teachers, 1 Supervisor. Funding Sources: Title III, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Correlating teaching strategies with the new CCSS • DRA monthly individual student assessments. • Study Island Intervention technology program and Voyager-U intervention program during regular school day • Achieve 3000 and Seamless Day after school programs to assist students' individual learning needs. • ARIS website will be utilized for grades 6-8 where Acuity and other assessments are housed. Acuity assessments, three per year; 1 predictive and 2 diagnostic • Students will meet the NYS Standard of reading 25 books. • Student Portfolio folders and Writing Journals will be reviewed quarterly and

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Grades 3-5</p> <ul style="list-style-type: none"> ➤ By November 1, 2010 all special needs students in grades 6 – 8 will be able to: <ul style="list-style-type: none"> ○ Perform basic operations (Addition, Subtraction, Multiplication, and Division) specific to their IEP requirements with at least 75% accuracy. ➤ By January 2011, 20% of all students will have increased their math grade level by 1 grade through utilization of Study Island and Acuity to assess student progress and address the specific needs of those students. <p>Grades 6 – 8</p> <ul style="list-style-type: none"> ➤ By November 1, 2010 all special needs students in grades 6 – 8 will be able to: <ul style="list-style-type: none"> ○ Add and subtract 20 single digit and double digit numbers with at least 75% accuracy. ○ Multiply and divide 20 single digit numbers with 80% accuracy. ➤ By January 2011, 20% of all students will have increased their math grade level by 1 grade through utilization of Study Island and Acuity to assess student progress and address the specific needs of those students. ➤
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Grades 3 – 8</p> <ul style="list-style-type: none"> ➤ All special needs students will have a dedicated math teacher teaching basic math skills at least once per week. ➤ Special needs students who can be mainstreamed into a general education math class will be mainstreamed for math instruction. ➤ Special needs students will be pulled out (by math grade level) for small group instruction either by the math coach or by another AIS professional at least once per week for further math remediation and test prep. ➤ All students who received a level 1 or 2 on the state math exam will be given a math leveling examination by October 1, 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources for PD: 1 Supervisor, 1 Coach Resource for Seamless Day: 8 Teachers, 1 Supervisor. Funding Sources: Title III, Title I</p>

Indicators of Interim Progress and/or Accomplishment

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

Grades 3-8

- Teachers will be required to complete goal sheets identifying the level of progress expected of their students within a specified amount of time across the curriculum.
- Utilization of the **Study Island** program to help monitor student progress throughout the school year.

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 68% of fourth grade students will score at a level 3 or 4, or the average score for all students will be a 72% or higher on the New York State Elementary Level Science Assessment.</p> <p>By June 2011, 58% of eighth grade students will score as a level 3 or 4, or the average score for all students will be 67% or higher on the New York State Intermediate Level Science Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Data from pre-assessments and interim assessments will be used to group students according to their strengths and weaknesses. • Academic Intervention Services will be provided for targeted students. • Tri-annual student goals are in place to implement short term, individual goals with realistic time lines. • The science coordinator will support the professional development needs of the science teaching staff, and will provide professional development via inter-visitations, and attendance at grade level common planning periods. • Students in grade 4 will receive a minimum of 200 minutes of science instruction weekly. • Students in grade 4 will receive a minimum of 100 minutes of science in the science lab. • Students in grades K-5 will be using the Harcourt program with the Core Knowledge curriculum, a standards-based, hands-on science program. <ul style="list-style-type: none"> ▪ Students in grades 6-8 will receive a minimum of 4 periods of science instruction per week. Each period consists of 50 minutes of instruction. ▪ Eighth grade students also receive 1 period of lab per week. ▪ Students in grades 6-8 will be using the Glencoe Curriculum, a standards-based, hands-on science program. • High quality professional development in Science will be provided for teachers through the Learning Support Organization (LSO), the Knowledge Network.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources for PD: 1 Supervisor, 1 Coach Resource for Seamless Day: 8 Teachers, 1 Supervisor. Funding Sources: Title III, Title I</p>

**Indicators of Interim Progress
and/or Accomplishment**

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

- *Tri-annual goals are reviewed to assess individual goals and gains.*
- *Pre-assessments and interim assessments are given to indicate current levels, project gains, and revisit for review.*
- *Student progress reports are sent bi-weekly in grades 6-8 for frequent review of gains.*

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	1	0	N/A	12
1			N/A	N/A	1	1	N/A	15
2	14	14	N/A	N/A	1	0	N/A	18
3	12	12	N/A	N/A	1	0	N/A	7
4	53	52	10	N/A	1	0	N/A	14
5	53	45	N/A	N/A	7	0	N/A	7
6	46	28	N/A	N/A	9	0	N/A	20
7	47	39	N/A	N/A	18	0	N/A	19
8	57	40	15	N/A	23	0	N/A	11
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

<i>Name of Academic Intervention Services (AIS)</i>	<i>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.).</i>
<i>ELA:</i>	<i>Reading AIS will be implemented for students in Grades K-3 during the school day in small groups and one-to-one tutoring sessions during designated AIS-ELA/ Humanities periods using Reading First Intervention Kits. Reading AIS will be implemented for students in Grades 4-8 during the school day in small groups as well as one-to-one tutoring sessions utilizing the Voyager Reading Program.</i>
<i>Mathematics:</i>	<i>Math AIS will be implemented for students in Grades K-3 during the school day in small groups and one-to-one tutoring sessions using Everyday Math Intervention during designated AIS-Math periods. Math AIS will be implemented for students in Grades 4-8 during the school day in small groups and one-to-one tutoring sessions utilizing Voyager V-Math.</i>
<i>Science:</i>	<i>Science AIS will be implemented for students in grades 4 and 8 during the day as well as before and after-school in small group sessions using New York State Test Prep and Voyager Content Integration.</i>
<i>Social Studies:</i>	<i>Seamless Day after-school program will provide students with small group instruction using New York state Test Prep in social studies for all students in grade 8.</i>
<i>At-risk Services Provided by the Guidance Counselor:</i>	<i>AIS Counseling Services will be implemented for students in Grades K-8 by the Guidance Counselor during the school day in small groups and one-to-one sessions consistent with IEP mandates as well as student need.</i>
<i>At-risk Services Provided by the School Psychologist:</i>	<i>AIS School Psychologist Services will be rendered to students in Grades K-8 during the day in one-to-one sessions consistent with IEP mandates as well as student need.</i>
<i>At-risk Services Provided by the Social Worker:</i>	<i>N/A</i>

At-risk Health-related Services:	AIS Health-related Services will be implemented will be rendered to students in Grades K-8 during the school day and afterschool consistent with 504 mandates and student need.
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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.
(See Attachment)

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.

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

Form TIII – A (1)(a)

Grade Level(s) K-8 Number of Students to be Served: 30 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

Title III, Part A LEP Program

Language Instruction Program

After reviewing the Parent Survey and Program selection forms for the past few years, the trend for the majority of ELL parents is the Freestanding ESL program at PS/MS306. The freestanding ESL Program is a pull-out/push-in program. The ESL teacher pulls students out of non-major subject area classes and works in small groups. In addition, the ESL teacher also provides push-in for major content subject classes. Students do not receive instruction in their native language. Students in ESL receive all instruction in English using ESL methodologies and multiple strategies for a specific amount of time as determined by their NYSESLAT scores and required by Part 154 Regulations. Some of the strategies used in the ESL class include, but are not limited to teacher modeling, sheltered instruction, student re-telling, think aloud, think, pair, share quick-write, guided reading, shared reading, independent reading and verbal contextualization.

The multitude of assorted ESL Materials for ELL students at PS/MS306 are very extensive, academically motivating and challenging as well as aligned with the Common Core State Standards and the New York State ESL Learning Standards. The Scholastic Transition provides daily academic linguistic rigor with high motivational interest, the Time-Life and Picture Dictionaries provide vocabulary acceleration for work/meaning and comprehension.

The drill and practice text and workbooks in balanced literacy, math and content areas focus on the English acquisition skills required to challenge ELL Learners, big books, research books, poetry posters, drill/practice charts are utilized and displayed to ensure ELL language and academic progress.

The staffing qualifications for ESL personnel demonstrate NYS Certification and expansive experience and publications in ESL curriculum mandates from New York State. The multilingual competency provides improved community communication needed for the ELL academic achievement.

Both the LAB-R and NYSESLAT scores are performance indicators demonstrating the required number of instructional ESL periods given to ELLs daily at PS/MS306. It is 360 minutes per week for Beginning ELLs, 360 minutes per week for Intermediate ELLs and 180 minutes per week for Advanced ELLs. ESL grouping is by level of proficiency, beginning, intermediate and advanced which is also based on the scores designated by the LAB-R and NYSESLAT. Students are pulled in groups of three to six students based on levels. There are a total of five ESL students in kindergarten, one in grade one, three in grade two, two in grade three, two in grade four, five in grade five, five in grade six, two in grade seven, and five in grade eight.

Each school day the ESL teacher pulls out each ELL student to provide the mandated allotment for second language instruction in English listening, speaking, reading and writing so that the ELLs will excel in their rigorous academic program at PS/MS306. Push-in is provided during major content subject classes in collaboration with the classroom teacher.

The programs offered at PS/MS306 are aligned with parent requests. Each ELL parent is provided with the knowledge of the Academic Rigor of the educational programs required for ELLs engaged in standards-based academic curriculum.

The data patterns across proficiency levels and grades demonstrate ELL students continuously improving in each of the four language skills (listening, speaking, reading and writing). The two areas needing remediation are clearly reading and writing where students are a part of the balanced literacy strategies of instruction. Results of all language assessments show the development of strong literacy skills in the second language. ESL instruction is geared to assisting students in meeting the designated levels of English proficiency for their grades. All students who reach proficiency level will begin the process of decertification from ESL. These students will gradually have the number of ESL sessions reduced until services are no longer needed.

ELLs attending PS/MS306 less than three years are given the LAB-R the 1st year and NYSESLAT each spring to designate their English proficiency score in listening, speaking, reading and writing. The Beginning and Intermediate level students receive two periods of ESL daily while the Advanced ELLs get one period of ESL. These students participate in all academic programs. There are 13 (.43%) students at the beginner level, 5 (.17%) students at the intermediate level, and 12 (.40%) students at the advanced level totaling 30 students receiving ESL services. Long term ELLs attending PS/MS306 six years or more are a part of the school mainstream who are actively engaged in all required standards-based learning tasks and assessments. Of the 30 ESL students, 5 students are children with an IEP who have been receiving services for 4-6 years. Students who are new to the school and new to the ESL program will receive services based on the results of their LAB-R. Those students who do not have LAB-R scores will receive services of a beginning student until such time as LAB-R scores are available.

All ELL students are part of the regular instructional day and are a part of our reduced class size where applicable. They receive block periods of literacy and mathematics daily on the elementary level and twice weekly on the middle school level. They also receive three periods a week of science and social studies as well as at least one period of art, music, technology, physical education, and health weekly. On the elementary level, 250 minutes of the block period each week, during the school day, is considered academic intervention services and on the middle school level 110 minutes of the block period, during the school day, each week is academic intervention services. Grade two through eight ELL students are also a part of the academic intervention pull-out services program where identified students (level 1 and low level 2 and new admits) are pulled out in small groups (no more than five students per group) to receive extra instruction in literacy, mathematics, science and social studies. These services provided during the school day are at no cost to Title III. All identified (level 1 and low level 2 and new admits) ELL students in grades three through eight are also a part of our Seamless Day program, which focuses on small group (no more than ten students per group) instruction in literacy, mathematics, science and social studies. The Seamless Day program runs two days a week, 2:40-4:10 for middle school and 3:30-5:00 for elementary. The Seamless Day program begins in January 2011 and ends May 2011. There are three groups of students, one intermediate group (grades three through four), one advanced group (grades three through five), and one advanced group (grades six through seven). The ESL teacher pushes in each the Seamless Day classes, thirty minutes for each group, 3:30-4:00 for the advance group (grades six through seven), 4:00-4:30 for the advanced group (grades three through five) and 4:30-5:00 for the intermediate group (grades three through four). The focus of the Seamless Day program for ELL students is ELA and mathematics instruction through writing, listening, and speaking. Students who take the state exams in science and social studies will also receive instruction in these subject areas with a focus on writing, listening, and speaking. This program is at cost to Title III. ELLs identified as having special needs have IEPs designating instructional goals and objectives for instruction and learning. A collaborative resource team periodically reviews student

performance to determine student progress and helps to monitor academic support needed by those ESL students exiting the program. This is at no cost to Title III.

On a monthly basis the ESL teacher and parent coordinator will collaborate to provide professional development sessions for teachers and parents. These sessions will include topics such as:

- Understanding the math and literacy programs.
- Parent's roles in helping the ELL student meet the standards in ELA and mathematics.
- Assessments the ELL student will be taking (NYSESLAT, NYS Mathematics, etc.)
- Academic Intervention Services for the ELL student.

On-going assessments of the needs of the ELL students and their teachers will take place throughout the school year to assist in determining if adjustments need to be made to the types of professional development and AIS services needed by teachers, parents and students. The professional development sessions will be at no cost to Title III.

Professional Development Program

Professional development for all teachers will be on an on-going basis. All teachers, including the ELL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions. Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and LAB-R exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student.

These professional development sessions will be conducted on a monthly basis starting September 2010 until June 2011. This will be at no cost to Title III. Following is a tentative schedule for these professional development sessions:

MONTH	TOPIC	TYPE	PARTICIPANTS
September 8, 2010	Introduction: Identification, Eligibility and Programs for ELLs	Parent Workshop	Parents of ELL students.
October 13, 2010	Promotional Criteria for the ELL student.	Parent/teacher Workshop	Parents and teachers of ELL students
November 10, 2010	Understanding the Math and Literacy	Parent Workshop	Parents of ELL students

	<i>Program</i>		
<i>December 8, 2010</i>	<i>Parent's roles in helping the ELL student meet the standards in ELA and mathematics.</i>	<i>Parent Workshop</i>	<i>Parents of ELL students</i>
<i>January 12, 2011</i>	<i>Assessments that the ELL student will be taking. (NYSESLAT, Math, ELA, Social Studies, Science)</i>	<i>Parent/Teacher Workshop</i>	<i>Parents and teachers of ELL students</i>
<i>February 9, 2011</i>	<i>Importance of Parent involvement for the ELL student.</i>	<i>Parent Workshop</i>	<i>Parents of ELL students</i>
<i>March 9, 2011</i>	<i>Meeting the standards in Native Language</i>	<i>Parent/Teacher Workshop</i>	<i>Parents and teachers of ELL students</i>
<i>April 13, 2011</i>	<i>Academic Intervention services for the ELL student.</i>	<i>Parent/Teacher Workshop</i>	<i>Parents and teachers of ELL students</i>
<i>May 11, 2011</i>	<i>Needs Assessment for the next school year.</i>	<i>Parent/Teacher Focus Group.</i>	<i>Parents and teachers of ELL students</i>
<i>June 8, 2011</i>	<i>Summer activities for the ELL student.</i>	<i>Parent workshop</i>	<i>Parents of ELL students</i>

Form TIII – A (1)(b)

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District 19

For Title III

BEDS Code 3319000306

Instructional Component

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	<i>4 teachers x 1.5 hours x \$49.73 x 50 sessions = \$14,919.00</i>
<i>Code 16 Support Staff Salaries</i>	<i>N/A</i>
<i>Code 40 Purchased Services</i>	<i>N/A</i>
<i>Code 45 Supplies and Materials</i>	<i>\$81.00-student supplies: pencils, markers/highlighters, notebooks.</i>

**Title III LEP Program
School Building Budget Summary**

<i>Allocation: \$15,000</i>		
<i>Budget Category</i>	<i>Budgeted Amount</i>	<i>Explanation of Proposed Expenditure</i>
<i>Professional staff, per session, per diem (Note: schools must account for fringe benefits)</i>	<i>\$15,000</i>	<i>4 teachers x 1.5 hours x \$49.73 x 50 sessions = \$14,919.00</i>
<i>Purchased services such as curriculum and staff development contracts</i>		
<i>Supplies and materials</i>		
<i>Travel</i>		
<i>Other</i>		
TOTAL	\$81.00	<i>Student supplies: pencils, markers/highlighters, notebooks.</i>

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 Survey indicates the spoken home language of ELLs. That is the data used to drive all of the necessary translations and oral interpretations so that all the parents of PS/MS306 ELL students can be provided with the appropriate and timely school information in a language they can understand. Computerized translations and native speakers are readily available for clarification.

- 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.*

The major findings of PS/MS306 written and oral interpretation needs reveal the majority of the second language population is of Hispanic origin. While Haitian Creole and French is also spoken, immediate communication is available to facilitate the understanding of all needed school information. The findings are reported to the school community at monthly meetings and daily parent communications.

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.*

Written translation services will be provided in-house by school staff and through a computerized translation program. All written documents that are distributed to parents will be translated in this manner.

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

Oral interpretation will be provided by an in-house staff member. Staff members will be paid per-session to be available to translate for after-school activities that require interpretation services.

- 3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.*

All documents needing translation will be sent out in the parent's native language. The documents will be translated through a computerized translation program or by a staff member.

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

	<i>Title I Basic</i>	<i>Title I ARRA</i>	<i>Total</i>
<i>1. Enter the anticipated Title I, Part A allocation for 2010-11:</i>	<i>\$612,155.00</i>	<i>\$147,845.00</i>	<i>\$760,000.00</i>
<i>2. Enter the anticipated 1% set-aside for Parent Involvement:</i>	<i>\$15,304.00</i>	<i>\$1,478.00</i>	<i>\$16,782.00</i>
<i>3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:</i>	<i>\$14,517.00</i>	<i>*</i>	
<i>4. Enter the anticipated 10% set-aside for Professional Development:</i>	<i>\$67,400.00</i>	<i>*</i>	

- 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.*

Ethan Allen PS/MS306K Parent Involvement Policy and Procedures

2010-2011 School Year

Ethan Allen PS/MS306K is committed to the goal of providing quality education for every child in this school. To this end, we want to establish partnerships with parents and with the community. Everyone gains if PS/MS306 and home work together to promote high achievement by our children. Neither home nor PS/MS306 can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

PS/MS306 recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. PS/MS306 intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students succeed.

PART I-SCHOOL PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS

A. PS/MS306K will jointly develop/revise with parents the school parental involvement policy/procedures and distribute it to parents of participating children and make available the parent involvement policy/procedures to the local community.

B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement. PTA meetings are held during the school day and in the evening at 6:00pm to accommodate working parents.

D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, school-wide under Section 1114, and the process of the school review and improvement under Section 1116 during School Leadership Meetings.

E. Provide parents of participating children with:

a. Timely information about programs under this part.

b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

c. Opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

Each of the above will be done through monthly parent workshops and PTA meetings.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

-Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as it relates to the individual child's achievement.

-Provide frequent reports to parents on their child's progress.

-Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

Parents will be able to participate in the Learning Leaders program which allows for parents to volunteer in the school.

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement, PS/MS306:

- a) Shall provide assistance, to the parents of children served by the school, in understanding such topics as the state's academic content standards and state student academic achievement standards, State and district assessments, and how to monitor their child's progress and work with educators to improve the achievement of their child/children.*
- b) Shall provide materials and training to help parents work with their children to improve achievement, such as literacy training and using technology to foster parental involvement.*
- c) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.*
- d) Shall provide such other reasonable support for parental involvement activities under this part as parents may request.*
- e) May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.*

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements, PS/MS306, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

PART IV-ADOPTION

The PS/MS306K Parental Involvement Policy/Procedures have been developed/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent Involvement Policy/Procedures were developed/revised by PS/MS306K on 10/29/10 and will be in effect for the period of the 2010-2011 school year. The school will distribute these Parent Involvement Policy/Procedures to all parents of participating Title I children and make it available to the community on or before 11/15/10.

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

SCHOOL-PARENT COMPACT
2010-2011

School Name: The Ethan Allen School P.S. 306K

The school and parents working cooperatively to provide for the successful education of the children agree:

PAGE 1

THE SCHOOL AGREES	THE PARENT/GUARDIAN AGREES
<i>To convene an annual meeting for Title I parents to inform them of Title I programs and their right to be involved.</i>	<i>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</i>
<i>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.</i>	<i>To participate and attend PTA meetings, school-leadership, workshops and/or town meetings and speak on issues of concern. Attend parent fairs and other events especially for parents and families.</i>
<i>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</i>	<i>To work with his/her child/children on schoolwork; read 15 to 30 minutes per day to Kindergarten through 1st grade students; and listen to grade 2 and grade 3 students read 15-30 minutes per day.</i>
THE SCHOOL AGREES	THE PARENT/GUARDIAN AGREES
<i>To provide parents with timely information about all programs.</i>	<i>Work with school staff and educators to revise and improve perceptions and school climate.</i>
<i>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</i>	<i>To share the responsibility for improved student achievement. To monitor his/her child's/children's:</i> <ul style="list-style-type: none"> ○ Attendance at school ○ Homework ○ Television watching ○ Provide encouragement and approval for effort and schoolwork
<i>To provide high quality curriculum and instruction.</i>	<i>To communicate with his/her child's/children's teachers about their educational needs. To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</i>
<i>To deal with communication issues between teachers and parents through:</i>	<ul style="list-style-type: none"> ○ To approach interactions with a positive attitude and open mind.

<ul style="list-style-type: none"> ○ Parent-Teacher conferences at least annually ○ Frequent reports to parents on their children's progress ○ Reasonable access to staff ○ Opportunities to volunteer and participate in their child's class ○ Observation of classroom activities 	<ul style="list-style-type: none"> ○ Give positive feedback and show appreciation for teachers and the principal. ○ Listen to other's viewpoints.
<p><i>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading and math strategies.</i></p>	<p><i>Share your family's culture, values, and parenting practices with your child's school. Attend workshops or seminars on learning expectations, assessment, reading, math, and so forth.</i></p>

THE ETHAN ALLEN P.S. 306K
SCHOOL-PARENT COMPACT
2010-2011

SIGNATURE SECTION

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of School Principal

Signature of Parent/Guardian

LaWrence Burroughs, Principal
Type/Print Name

Print Name & Telephone Number

(718) 649-3155/56 Date: 2010-2011

Student Name: _____ Date: _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

The needs assessment for ELA can be found on pages 10-19 and the needs assessment for mathematics can be found on pages 20-22.

2. Schoolwide reform strategies that:

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

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

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

Literacy

During the 2010-2011 school year, the Ethan Allen School will implement Elements of Literature/Balanced Literacy program in grades four through eight. To consistently track student progress, interim assessments will be given monthly. Data will be collected, distributed and discussed with teachers. This data will be used by teachers to drive the instruction within their classes. Teachers are provided with literacy pacing calendars, classroom libraries, and appropriate professional development.

For students in grades kindergarten through grade three, we will continue implementation of the Reading First Program. This program includes supporting interim assessments, literacy pacing calendars, classroom libraries and appropriate professional development for all staff based on needs.

Interim assessments such as Acuity, teacher observations, and teacher made exams (which will be given throughout the school year) will be used to identify students performing below grade level standards. These students will be targeted for academic intervention services such as

the pull-out program and Seamless Day after-school program. These programs will be used for grades 3 through 8 to enhance math, literacy, and science instruction and to specifically prepare students for state and citywide exams by enhancing test-taking skills. Students in grades kindergarten through grade three have a 90-minute block for the reading and writing workshop. The block consists of a read-aloud and sharing of literature. There is also a 30 minute writing period each day. Students in grades kindergarten through grade three will be assessed using Reading First assessments such as DIBELS and Progress Monitoring. Progress Monitoring provides data on students every two weeks.

Academic Intervention Services for at-risk students in literacy include after-school and pull-out services to specifically target students scoring at levels 1 and low level 2 on benchmark assessments.

Mathematics

During the 2010-2011 school year, Ethan Allen-PS/MS306K will continue full implementation of the Impact Mathematics program in grades six through eight and Everyday Mathematics in grades kindergarten through grade five. A targeted group of eighth graders will continue the Integrated Algebra, ninth grade regents class. To consistently track student progress, interim assessments are given monthly. Data is collected, distributed and discusses with teachers. This data is used by teachers to drive the instruction within their classes. Teachers are provided with mathematics pacing calendars, classroom libraries, and appropriate professional development. The daily math program includes: Problem of the day, strategic problem solving, guided practice, use of manipulatives, mathematics journals, word walls, and interactive open-ended problem solving. The Everyday Mathematics Program is supplemented by Math Steps, which reinforces basic computational skills to support mathematics test sophistication and provides students with a balanced approach to mathematics.

Academic Intervention Services for at-risk students in literacy include after-school and pull-out services to specifically target students scoring at levels 1 and low level 2 on benchmark assessments.

3. Instruction by highly qualified staff.

All teachers who are hired will be certified and meet all NYC and NYS Board of Education requirements.

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.

Throughout the 2010-2011 school year, PS/MS306K will provide on-going professional development to our teachers and staff. Professional development topics will be based on needs assessments of teachers, students and staff. Through principal, assistant principal, and coach observations, teachers will be provided with continuous feedback on their instructional practices. When necessary, staff members will be sent to professional development workshops conducted outside of the building by trained professionals. Parent workshops will be given on a monthly basis. Workshops will be based on the needs of the parents and the community.

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

In order to attract high-quality highly qualified teachers to PS/M.306K, we will:

- *Contact and interview excessed teachers who are deemed highly qualified.*
- *Invite prospective teachers to come to visit the school for an Open House where they will be given the opportunity to observe classes and speak to staff.*
- *Send personalized letters to prospective teachers who have sent resumes, highlighting what we feel are their strengths and how they can assist our school in moving forward.*

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

We will continue to implement the Learning Leaders program for parents. Our Parent Coordinator will greet parents on a daily basis and encourage involvement. Workshops and monthly meetings will take place for parents and community.

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.*

PS/MS306K will continue to implement our Universal Pre-Kindergarten program. This program is a full day program that focuses on the academic, social, and emotional development of the pre-school child. During the first two weeks of school, parents will be given the opportunity to escort their child to the class and sit in the classroom with their child to assist with the transition to pre-kindergarten.

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.*

The measures that will be taken to include teachers in the decisions regarding the use of academic assessments will include the following:

- *Study Groups*
- *Grade Conferences*
- *Common Preps.*

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.*

All students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards will receive the following academic intervention services from the following programs for the 2009-2010 school year:

- *Seamless Day*
- *Push-In/Pull-Out program*
- *Lunch and Learn*

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

All students who experience difficulty mastering the proficient or advanced levels social/emotional standards will receive the following intervention services during the 2010-2011 school year:

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually”¹ Consolidated in the	Amount Contributed to Schoolwide Pool	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes² of each program whose
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** 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

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

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.

N/A

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

N/A

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;

N/A

-
- 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.

4. *Coordinate with and support the regular educational program;*

N/A

5. *Provide instruction by highly qualified teachers;*

N/A

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

N/A

7. *Provide strategies to increase parental involvement; and*

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. *Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)*

There are approximately eleven students identified as students living in temporary housing who attend PS/MS306K..

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

All students identified as living in temporary housing will receive assistance with uniforms, school supplies, counseling, and any other services provided by PS/MS306K.

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. 306 Ethan Allen					
District:	19	DBN:	19K306	School		331900010306

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	54	54	54		88.6	90.1	89.6
Kindergarten	61	63	74				
Grade 1	71	85	75	Student Stability - % of Enrollment:			
Grade 2	70	70	63	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	72	64	69		91.4	88.7	94.0
Grade 4	74	73	74				
Grade 5	68	66	64	Poverty Rate - % of Enrollment:			
Grade 6	73	69	64	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	67	74	60		80.8	89.5	89.5
Grade 8	68	73	65				
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		10	40	49
Grade 12	0	0	0				
Ungraded	17	15	23	Recent Immigrants - Total Number:			
Total	695	706	685	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	47	51	78	Principal Suspensions	55	102	37
# in Collaborative Team Teaching (CTT) Classes	29	29	15	Superintendent Suspensions	33	34	13
Number all others	45	40	46				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	27	27	TBD
# ELLs with IEPs	4	13	TBD
Number of Teachers	71	74	64
Number of Administrators and Other Professionals	15	15	9
Number of Educational Paraprofessionals	4	2	9

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
	1	0	16	% fully licensed & permanently assigned to this school	100.0	98.6	98.4
				% more than 2 years teaching in this school	62.0	66.2	90.6
				% more than 5 years teaching anywhere	66.2	62.2	75.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	90.0	88.0	90.6
American Indian or Alaska Native	0.6	0.7	1.5		90.6	98.5	94.5
Black or African American	74.4	75.9	72.4				
Hispanic or Latino	23.5	21.7	25.0				
Asian or Native Hawaiian/Other Pacific	0.6	0.8	0.3				
White	1.0	0.7	0.3				
Male	54.0	53.4	52.8				
Female	46.0	46.6	47.2				

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	41.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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

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

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

**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 CFN 309	District 19	School Number 306	School Name PS/MS306K
Principal Ms. LaWrence Burroughs		Assistant Principal Ms. Arleen Paul	
Coach Ms. Annette Glogover		Coach Ms. Petula Libert	
Teacher/Subject Area Ms. Elba Nieves		Guidance Counselor Ms. Tamau Elliott	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Ms. Helene Thomas	
Related Service Provider Ms. Aileen Hilzinger		Other Ms. Donna Sowerby	
Network Leader		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	687	Total Number of ELLs	30	ELLs as Share of Total Student Population (%)	4.37%
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Part II: ELL Identification Process

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

- 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).
- 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.

School Description/Demographics

PS/MS306K is a Title I school located in the East New York section of Brooklyn. All students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

PS/MS306K has a student population of 687 students from culturally diverse backgrounds whom are mostly from Hispanic background and Spanish as their first language. Our English Language Learner population is about 4.37% of the total population at PS/MS306K. We offer ESL services to entitled general education and special education students. The ELL population for each grade is as follows:

Kindergarten: 5 - Spanish	First Grade: 1 - Spanish
Second Grade: 3 – Spanish	Third Grade: 2 - Spanish
Fourth Grade: 2 - Spanish	Fifth Grade: 5 - Spanish
Sixth Grade: 5 – (4) Spanish (1) Haitian Creole	
Seventh Grade: 2 – (1) Spanish (1) French	
Eighth Grade: 5 – (4) Spanish (1) Haitian Creole	

The Special Education population has 15 students being serviced as per their IEP. There are 0 SIFE students.

ELLs by Subgroup

ELL’s (0-3 years)	ELL’s (4-6 years)	ELL’s (Long Term) completed 6 years
General Education – 4	General Education – 8	General Education – 3
Special Education – 9	Special Education – 5	Special Education – 1

Mrs. Elba Nieves, the ESL teacher has an eager staff assisting in the servicing of the ELL population, kindergarten through eight, consisting of three assistant principals, one guidance counselor, two literacy coaches and two math coaches. Mrs. Nieves has a Masters degree in Childhood Education/TESOL and is certified to teach ESL in New York State. She is fluent in Spanish.

There are 30 students in the ESL program. The program is designed as a pull-out/push-in model. Elba Nieves, the ESL teacher works closely with the classroom teachers, to serve students in discreet ESL instruction in a separate class or in a push-in setting with the collaboration of the classroom teachers. There are ELLs in all grades at all levels: Beginning, Intermediate and Advanced. The home language of the students are Spanish, Haitian Creole and French. In the pull-out setting, students travel to another classroom to receive ESL instruction which is provided by Elba Nieves. The ESL teacher uses methodologies in academic content area instruction to develop English language skills. The ESL program is designed to help students acquire English language proficiency in listening, speaking, reading, writing and critical thinking using the Cognitive Academic Language Learning Approach (CALLA) method.

The allotted time for ESL instruction is determined by the students’ English language proficiency levels. Beginning and Intermediate students receive 360 minutes of instruction weekly, while Advanced students receive 180 minutes per week.

There are 30 ELLs presently on register at PS/MS306K. The ELLs are spread across all grades: Kindergarten through eight. Most of the ELLs speak Spanish as their first language. The breakdown of ELLs across the grades is as follows:

Grade	K	1	2	3	4	5	6	7	8
Number of ELLs	5	1	3	2	2	5	5	2	5

ELL Identification Process & Parent Choice

Our English Language Learner population is about 4.37% of the total population at PS/MS306K with Spanish as the dominant language. We offer ESL services to entitled general education and special education students. The ESL Program consists of pull-out and push-in components utilizing Sheltered English methodologies with a focus on building background knowledge, vocabulary, and work in the content areas. Students receive mandated ESL services following CR Part 154 Regulations. Elba Nieves, is the only teacher that provides ESL services at the school.

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Mrs. Elba Nieves, the ESL teacher, is the responsible pedagogue at the school who is trained in student intake procedures to discuss home language with the family, and provides assessments to determine eligibility for English language support services. Her attentive engagement with parents during the home language identification process cannot be stressed enough, as it is the process that initially determines whether a child may require ELL services.

The following screening and assessment instruments determine ELL eligibility: Mrs. Nieves, the ESL teacher, sits with each parent and gives them a Home Language Survey (HLIS) to identify the child's language proficiency. This process also includes an interview in the parents'

home language. Mrs. Nieves speaks fluent Spanish and will provide translation services as needed. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by Mrs. Nieves in English and the Language Assessment Battery-Revised (LAB-R) is given to identify the child as an English Language Learner or English Proficient. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

Under the supervision of Elba Nieves, the ESL teacher, the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are as follows: as mandated by the State Education Department, each spring, continuing ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). PS/MS 306 will notify parents of the NYSESLAT outcomes and program eligibility before the beginning of the next school year (Appendix G and H). ELLs that continue to score below a certain level of English proficiency will continue to be entitled to ELL services. ELLs scoring at or above proficiency are no longer entitled to ELL services through state funding and can enter all-English monolingual classes. Students who transition to all-English monolingual classes can receive ESL support for up to a year, supported by state funds, according to CR Part 154.

The structures that are in place at PS/MS 306 to ensure that parents understand all three program choices (Transitional Bilingual Program, Dual Language, Freestanding ESL) including the process, outreach plan and timelines are as follows: in order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation arranged by Ms. Helene Thomas (Parent Coordinator) and Mrs. Elba Nieves (ESL teacher) that describes the various programs available, state standards, assessments and expectations for their children and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. The Parent survey and Program Selection forms are collected at orientation and stored in the child's file. The parent survey portion is reviewed by the ESL teacher and Parent Coordinator to make sure that the ELL parents are being reached, and that the information that they are getting is useful, thorough, and timely. PS/MS306K offers Freestanding ESL to conform to the parental choice selections. If a parent prefers to enroll their child in a Transitional Bilingual Program or Dual Language program, they will be referred to a school that offers these programs.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend for the majority of ELL parents is the Freestanding ESL program at PS/MS306. The freestanding ESL Program is a pull-out/push-in program. The ESL teacher pulls students out of non-major subject area classes and works in small groups. In addition, the ESL teacher also provides push-in for major content subject classes in collaboration with the classroom teacher. Students do not receive instruction in their native language. Students in ESL receive all instruction in English using ESL methodologies and multiple strategies for a specific amount of time as determined by their

NYSESLAT scores and required by Part 154 Regulations.

The programs offered at PS/MS306 are aligned with parent requests. Both the LAB-R and NYSESLAT scores are performance indicators demonstrating the required number of instructional ESL periods given to ELLs daily at PS/MS306. It is 360 minutes per week for Beginning ELLs, 360 minutes per week for Intermediate ELLs and 180 minutes per week for Advanced ELLs. ESL grouping is by level of proficiency, beginning, intermediate, and advanced which is also based on the scores designated by the LAB-R and NYSESLAT. Students are pulled in groups based on levels. All ELL students are part of the regular instructional day and are a part of our reduced class size where applicable. They receive block periods of literacy and mathematics daily on the elementary level and twice weekly on the middle school level. They also receive three periods a week of science and social studies as well as at least one period of art, music, technology, physical education, and health weekly. On the elementary level, 250 minutes of the block period each week, during the school day, is considered academic intervention services and on the middle school level 110 minutes of the block period, during the school day, each week is academic intervention services. Grade two through eight ELL students are also a part of the academic intervention pull-out services program where identified students (level 1 and low level 2 and new admits) are pulled out in small groups (no more than five students per group) to receive extra instruction in literacy, mathematics, science and social studies. These services provided during the school day are at no cost to Title III. All identified (level 1 and low level 2 and new admits) ELL students in grades three through eight are also a part of our Seamless Day program, which focuses on small group (no more than ten students per group) instruction in literacy, mathematics, science and social studies. The Seamless Day program runs two days a week, Tuesday and Thursday, 2:40-4:10 for middle school and 3:30-5:00 for elementary. The Seamless Day program begins in January 2011 and ends May 2011. The focus of the Seamless Day program for ELL students is ELA and mathematics instruction through writing, listening, and speaking. Students who take the state exams in science and social studies will also receive instruction in these subject areas with a focus on writing, listening, and speaking.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, Ms. Elba Nieves provides monthly meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

ELL Programs

Students that are in the ESL program at PS/MS306K are students that were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services.

Students that score below the state designated level of proficiency on the LAB-R are entitled to services. PS/MS306K has a small number of ELLs spread out over all of the grades kindergarten through eight. The program that best serves the students is the freestanding ESL program. All students participate in the ESL Pull-out model that is designed to best meet the language needs of the ELLs. Push-in model is offered during major content subject classes with the collaboration of the classroom teacher.

Number of ELLs in ESL Pull-Out Education Programs by grade and proficiency level is:

Grade	Beginners	Intermediate	Advanced
K	5	0	0
1	1	0	0
2	2	1	0
3	0	1	1
4	0	1	1
5	1	0	4
6	1	0	4
7	0	0	2
8	3	2	0

Home Language Breakdown and ELL Programs:

Most ELLs at PS/MS 306K are speakers of Spanish except three students: Two speak Haitian (Creole) and one student speaks French.

Language Groups Represented at PS/MS306K.

Grade	Spanish	Haitian (Creole)	French
K	5	0	0
1	1	0	0
2	3	0	0
3	2	0	0
4	2	0	0
5	5	0	0
6	4	1	0
7	1	0	1
8	4	1	0

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11
			<input checked="" type="checkbox"/> 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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	5	1	3	2	2	5	5	2	5	0	0	0	0	30
Total	5	1	3	2	2	5	5	2	5	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
□0	□0	□0	□0	□0	□0	□0	□0	□0	□0	
□0	□0	□0	□0	□0	□0	□0	□0	□0	□0	
□13	□0	□9	□13	□0	□5	□4	□0	□1	□30	
□13	□0	□9	□13	□0	□5	□4	□0	□1	□30	

Number of ELLs in a TBE program who are in alternate placement: 2

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	5	1	3	2	2	5	4	1	4	0	0	0	0	27
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	1	0	1	0	0	0	0	2
French	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5	1	3	2	2	5	5	2	5	0	0	0	0	30

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
	L		L		L		L		L		L		L		L		L		L	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	1	3	2	2	5	4	1	4					27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1		1					2
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	1	3	2	2	5	5	2	5	0	0	0	0	30

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Program and Schedule Information

PS/MS306K has a free standing, pull-out/push-in heterogeneous ESL program that provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support is also provided in the students' native language by pairing students of the same language group. In addition, Mrs. Elba Nieves, the ESL teacher's native language is Spanish and is fluent in the language.

She facilitates student comprehension and linguistic summary where needed to ELLs as part of the language program instructional support.

Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in heterogeneous, content, specific pull-out/push-in ESL classes.

Mrs. Nieves, the ESL teacher, ensures that all students receive the mandated minutes of ELA instruction per week. In addition, student additional instruction provided for academic intervention services (AIS) through the daily M-F extended 37 1/2 minutes program.

Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. A Balanced Literacy approach is used that is consistent with the ELA approach in most literacy classes.

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

PS/MS306K offers a freestanding ESL program which uses the pull-out/push-in model. In the pull-out model, ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, sometimes at the cost of content instruction time in their own classrooms. The ESL teacher plans carefully with general education teachers to ensure curricular alignment. Students travel to another classroom to receive ESL instruction which is provided by

Mrs. Elba Nieves, a certified teacher. In the push-in model, the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The programs are available for ELLs in all grades and at all levels: Beginning, Intermediate and Advanced. The allotted time for ESL instruction is determined by the students' English language proficiency levels. The school schedule is as follows: Middle school begins at 8:00 am and ends at 2:40 pm, Elementary school begins at 8:50 am and ends at 3:30 pm. Thorough consideration to scheduling needs is given by Mrs. Elba Nieves, the ESL teacher to allow Beginning and Intermediate students to receive 360 minutes of instruction weekly (double periods/45 minutes each period, four times a week), while Advanced students receive 180 minutes per week (one period/45 minutes, four times a week). Students are grouped in heterogeneous groups. The ESL teacher uses the Content Based Second Language Instructional Model. Content will be the focus of instruction, but the primary objective of instruction will be to promote language learning through listening, speaking, reading and writing in English. In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided as needed.

English Program

Current English Language Learners Instructional Programs

PS/MS306K implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to:

- Assist students in achieving English Language proficiency within three years.
- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

Freestanding English as a Second Language Program

In the Freestanding ESL component we have students, from grades kindergarten through grade eight. They range from Beginners to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In/Pull Out assistance in their classroom. The teacher in the ESL program is fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELLs in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of Balanced Literacy. This includes the use of high interest/low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

Plan for SIFE :

There are no SIFE students currently enrolled at PS/MS306K. If SIFE students do attend our school, they will participate in the ESL program. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the

development of literacy skills and knowledge in academic content areas.

To ensure that the mandated number of instructional minutes is provided, the ESL teacher will post a copy of her program schedule where it is easily visible by school leadership. A copy of each student's schedule is given to the classroom teacher.

Plan for ELLs in school less than 3 years/ Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

Plan for ELLs in school 4-6 years :

Both the classroom teacher and the ESL teacher use scaffolding and realia. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas; use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).

The ESL Pull-out/Push-in program at PS/MS306K focuses on the following for all ELLs:

- Academic rigor;
- The use of ESL methodologies during instruction;
- Alignment of all instruction with the Common Core State Standards and the New York State ESL Learning Standards; and
- The recruitment and retention of high quality teachers of English Language Learners.

Plan for ELLs in school 6 years completed or more / Long Term ELLs

Long terms ELLs are the largest number of ELLs across the grades . An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Reading First/Balanced Literacy programs and Every Day/Impact Math to enrich their language and academic skills.

Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provided through a Personal Intervention Program, an after-school program or a Saturday Academy.

Plan for ELL Special Needs Students

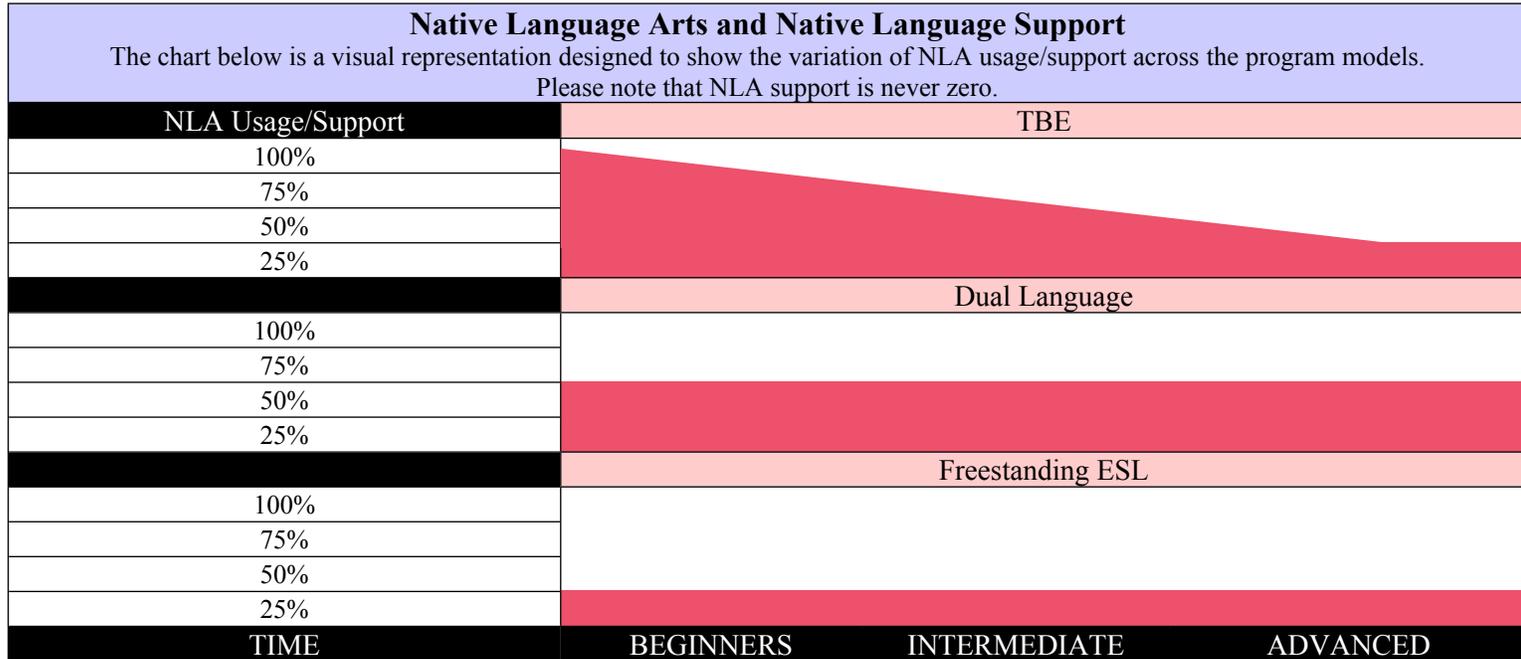
Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer student for possible special needs status.
- The delivery of AIS services after school.

For those students with Special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Special Education teachers as well as subject teachers are consulted in an effort to stream line all instructional efforts to achieve higher performance goals.

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

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?

Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school. In addition, ELLs are invited to participate in the academic enrichment program.

Transitional Student Support Plan (ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents. Observation and assessments will determine when the student is ready to finally exit the program.

Future Plans for ELL Programs

The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ESL program is to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking, using CALLA. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. The plan is to continue to support ELLs through a strong ESL program that is inclusive of all staff and serves students in the ESL class as well as the general education class.

Equal access to all programs

ELL students are provided with the opportunity to participate in all after school program and are scheduled for AIS as are all students at PS/MS306K.

After school programs for ELLs

ELLs are afforded the same eligibility to participate in after school programs as other student. The after school program will be conducted on Mondays, Tuesdays, Wednesdays and Thursdays through the school 37 ½ minute AIS extended day plan.

In addition, Title III provided an extended week program for ELLs in SY 2010-11. If granted this year, ELLs attend small group sessions after school and on Saturdays in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

Instructional materials including technology/ Instructional materials in Content Areas

PS/MS306K utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of Balanced Literacy. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

Native Language Support

Native Language support is given in the form of peer-interaction whenever necessary, as well as by the use of bilingual dictionaries and text in Spanish, whenever needed. Spanish speaking ELLs are provided additional support by the Spanish speaking ESL provider that is their teacher.

Support Services

All ESL students have the support of their teachers, administration, the parent coordinators, the guidance counselors and all staff members. The guidance counselors assist students with middle school and high school requirements.

The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, written and oral, is provided to parents in native language to ensure effective communication and parent involvement.

Supplementary Programs

In order to support learning and foster community involvement, we use our funding to create a supplementary program for ELLs. These include:

- Seamless Day Program: The Seamless Day program runs two days a week, from 2:40-4:10 for middle school and 3:30-5:00 for elementary. The Seamless Day program begins in January 2011 and ends May 2011. There are three groups of students, one intermediate group (grades three through four), one advanced group (grades three through five) and one advanced group (grades six through seven). The ESL teacher pushes in each the Seamless Day classes, thirty minutes for each group, 3:30-4:00 for the advance group (grades six through seven), 4:00-4:30 for the advanced group (grades three through four) and 4:30-5:00 for the intermediate group (grades three through four). The focus of the Seamless Day program for ELL students is ELA and mathematics instruction through writing, listening, and speaking. Students who take the state exams in science and social studies will also receive instruction in these subject areas with a focus on writing, listening, and speaking.

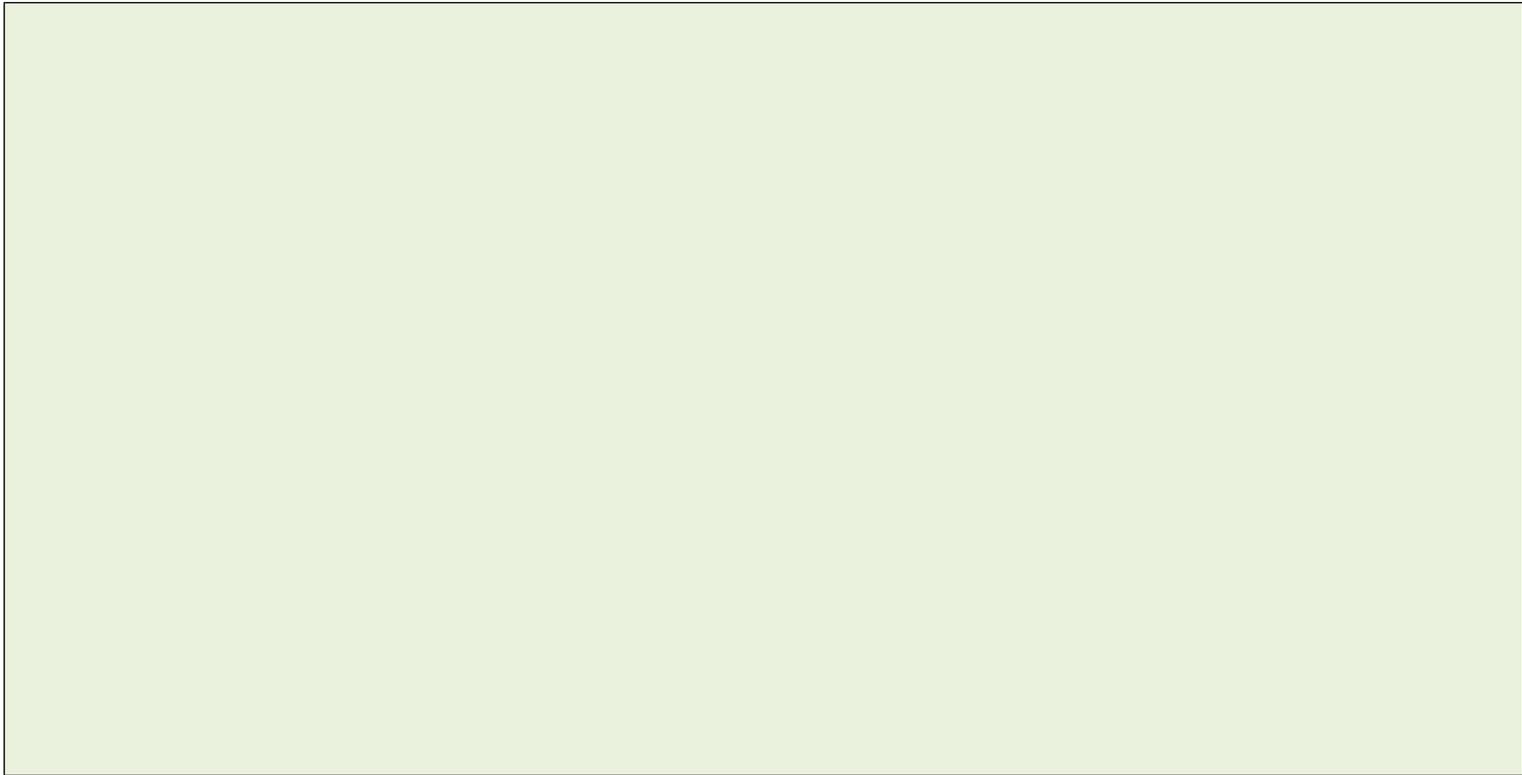
The following programs foster community involvement but are at no cost to Title III funding:

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Family Day, the Annual School Bar-B-Q, Multicultural Day, and Flag Day. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents

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)?

Not Applicable



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.

PD plan for teachers and staff working with ELLs

Professional development is provided by school staff, community learning support personnel organization.

School Staff: Within the schools Professional Development program, the focus is on:

- o The literacy needs of our ELL population within the prescription of the Reading First/Balanced Literacy program.
- o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
- o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Support Personnel: Workshops taken by teachers or our ESL staff have included:

- o Scaffolding in the content areas
- o Native Language Literacy Development
- o Differentiation in the ESL classroom
- o ESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers.

Professional development for all teachers will be on an on-going basis. All teachers, including the ESL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions. Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and LAB-R exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one

sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student.

These professional development sessions will be conducted on a monthly basis starting September 2010 until June 2011.

PD plan for teachers and staff working with ELLS

A qualified ESL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

Staff development will include training for all teachers in ESL methodologies. Training will be done by certified ESL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. All classes have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

- Sheltered Instruction Observation Protocol (SIOP): A program model for teaching grade-level content in a way that is understandable for ELL students while at the same time promoting their English language development. SIOP was developed by researchers at the Center for Research on Education, Diversity & Excellence in response to the variability, both in design and delivery, of sheltered instruction methods. It uses a variety of sheltering strategies in a unified, structured way. Research using a control group design has compared ELL students in classes whose teachers had been trained in implementing the SIOP to a control group class (taught by teachers not trained in the SIOP model). ELL students in classes whose teachers had been trained in implementing the SIOP outperformed control group students.

- Cognitive Academic Language Learning Approach (CALLA): A program model based on cognitive learning theory, CALLA integrates content-area instruction with language development activities and explicit instruction in learning strategies.

- Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, demonstrations, and using hands-on learning activities that involve academic language.

- Realia Strategies. "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a school wide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example.

- Strategies for including culture. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of

cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry.

Training of all staff – 7.5 Hours required/ records

A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. Teachers presently working at PS/MS306K are long time staff members, many of which have completed the required training. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher and/or the ELL Specialist of the LSO. The training will be facilitated to staff in the Spring. Each participant will be awarded a certificate of completion upon completion of the training series.

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?

Parents/guardians choose the program that will best meet their children's needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in a parent orientation workshop. At the meeting, information is given on the programs available, state standards, assessments and expectations for their children. Students are placed in the program selected by the parent/guardian.

During the school year, parents of our ELL students will be invited to attend parent workshops during the regular school day and/or after school which will be offered in their native language, whenever possible. These workshops will focus on: expectations of the ELL student, promotional criteria, helping their child to meet the city and state standards in ELA and mathematics, assessments that their children will be taking (NYSESLAT, LAB-R, ELA, City and State Mathematics) during the school year. These workshops will be held on a monthly basis by the ESL Teacher and guidance counselor who will have an interpreter for those parents who do not speak English. Other workshops that will be offered consist of ESL, GED, and technology. These workshops will be offered on a monthly basis. Within the first month of school all parents will be given the opportunity to visit their child's classroom teacher and observe the academic program. All parents of ELL students will also be given the opportunity to observe the ELL program.

In addition, Learning Leaders is a free program offered to parents to promote parental volunteers. There are three sessions offered throughout the year consisting of training in literacy and math skills, in order for parents to help their children achieve academically.

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)	5	1	2			1	1	0	3					13
Intermediate(I)			1	1	1	0		0	2					5
Advanced (A)				1	1	4	4	2						12
Total	5	1	3	2	2	5	5	2	5	0	0	0	0	30

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		5		8		0		16
8	0		0		0		0		0
NYSAA Bilingual Spe Ed							1		1

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		1		5		2		11
8	0		0		0		0		0
NYSAA Bilingual Spe Ed							1		1

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				

New York State Regents Exam

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

Native Language Tests

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

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers.

After reviewing the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- Utilization of the Reading First and Balanced Literacy programs and Every Day Math programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

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:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- 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.
- Ensure that Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

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 embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students 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.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction.
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction.

Implications for LAP in Social Studies

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:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction.
- 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.
- Ensure that Literacy coach works closely with the Social Studies teachers to support rigorous instruction.

Implications for LAP in Science Content Area

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 embrace the following:

- Ensure adequate licensed science teacher to deliver instruction as stipulated by NCLB and CR Part 154.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Ensure the identification and analysis of student strengths and weakness to drive and differentiate instruction.
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Science teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Science Coordinator works closely with the ESL teacher to support rigorous instruction.

Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation.
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

Plan for Long Term ELLs

Long term ELLs are the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Encourage their participation in the Reading First/Balanced Literacy programs and Every Day/Impact Math to enrich their language and academic skills.

Plan for Special Needs Students

We have one class of special needs ELLs in both our ESL and TBE programs. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer student for possible special needs status.
- The delivery of AIS services after school.

The Language Allocation Policy and instruction will focus on specific programs and strategies that will result in the achievement of higher proficiency levels across the content areas. ESL and general education teachers will continue to collaborate on students' needs. Teachers will combine the Cognitive Academic Language Learning Approach (CALLA) with the mandated regional Balanced Literacy model. ESL methodologies and techniques will be used in the ESL classrooms as well as in the general education classrooms. Such methodologies include scaffolding and the use of realia, songs, art and role-play to aid in comprehension. ESL teachers use instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, big-book and transparencies. As competency develops, other strategies will include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will be paired with non-ELLs. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent.

For school year 2010-11, PS/MS306K will continue the citywide program for literacy. The daily instructional schedule currently requires teachers to include additional literacy instruction. All grades follow the Balanced Literacy model which includes the reading and writing workshop. In addition, upper grade teachers are required to incorporate a skill instruction period.

ELA/ESL

The literacy program includes at least 175 minutes of literacy instruction with a 120 minute block for all grades in the morning. The 120 minute morning block includes the elements of Balanced Literacy/reader's workshop which focuses on read-aloud, guided reading, shared reading and independent reading. Literacy centers have been established and leveled/genre libraries have been set up in all classrooms. PS/MS306K has, for the past several years, implemented a skill of the week and a writing calendar to ensure adequate and consistent instruction in these areas. These calendars were correlated to enable teachers to make connections between the reading skills being taught and the forms of writing to which the skills were related. PS/MS306K also implements a Book of the Month program.

Mathematics

The Everyday Math core curriculum program is used for math instruction. Seventy-five minutes of instructional time in math is provided every day, with at least 60 minutes in a single block. Math centers have improved school wide, with the purchase of materials to support skill instruction and problem solving. During ESL instruction, ELLs in the upper grades are exposed to mathematical language and functions with ESL methodologies.

Science /Social Studies

PS/MS306K has a program for content area instruction that utilizes cluster teachers for primary instruction in both Science and Social Studies. All classes receive two periods a week of instruction in each subject. Cluster teachers meet regularly to plan instruction based on the state standards and the core curriculum. Units are planned and classroom teachers receive an outline each month of the topics to be covered. This allows teachers to support content area instruction in the classroom. Cluster teachers are also provided with their own classrooms, providing the opportunity for the development of instructional environments that support student learning. This is particularly important in Science. It is expected that this program will continue.

Describe ELL program success

The success of the ELL program is measured in many ways. It is measured by the advancement of the ELLs on the NYSESLAT, by improvements in writing and speaking ability, by the comfort levels of ELLs in using English in every day settings including academic activities and by the performance of ELLs on state assessments.

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.

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		