



**P.S./I.S. 323**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S./I.S. 323**  
**ADDRESS: 210 CHESTER STREET**  
**TELEPHONE: 718-495-7781**  
**FAX: 718-346-4614**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 332300010323      **SCHOOL NAME:** P.S./I.S. 323

**SCHOOL ADDRESS:** 210 CHESTER STREET, BROOKLYN, NY, 11212

**SCHOOL TELEPHONE:** 718-495-7781      **FAX:** 718-346-4614

**SCHOOL CONTACT PERSON:** LINDA HARRIS      **EMAIL ADDRESS** LHarris7@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** JOHN SUTHERLAND, UFT CHAIRPERSON

**PRINCIPAL:** LINDA HARRIS

**UFT CHAPTER LEADER:** John Sutherland

**PARENTS' ASSOCIATION PRESIDENT:** CLAIR GORDON

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 23      **CHILDREN FIRST NETWORK (CFN):** Knowledge Network Learning Support Organization

**NETWORK LEADER:** PAT TUBRIDY/MARTHA RODRIGUEZ-TORRES/Tatyana Ulubabova

**SUPERINTENDENT:** Ainslie Cumberbatch

**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/ronlyres/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
Linda Harris	Principal	
Carla Moore	Admin/CSA	
Jabari Edwards	UFT Member	
Andrea Jarrett	UFT Member	
John Sutherland	UFT Chapter Leader	
Diana allwood	UFT Member	
Andre Lamy	UFT Member	

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

The school is a central part of the community to many students and their families.

#### **Mission Statement**

P.S./I.S. 323 will facilitate a learning climate which supports the educational needs of all students, including English Language Learners, special education students, and high achieving students to achieve the academic foundation essential for success in high school, college and life.

Our School Motto:

I am a winner and an achiever!  
I am gifted, talented, and smart!  
We are a team of winners,  
Because we work hard together!

Additionally we encourage social growth through projects like visiting local nursing homes during the holidays to bring gifts to the residents. We consider ourselves a family and every child in our school has the support of every staff member.

The physical school building is a well kept modern facility that complements a nurturing environment for early childhood students and influences positively middle school behavior and academic achievement.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S./I.S. 323								
<b>District:</b>		23	<b>DBN #:</b>		23K323	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		33	31	34			91.2	91	TBD	
Kindergarten		60	48	44						
Grade 1		40	60	44	<b>Student Stability - % of Enrollment:</b>					
Grade 2		35	44	62	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		29	40	46			92.5	93.78	TBD	
Grade 4		28	29	37						
Grade 5		25	31	29	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		108	63	68	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		102	131	72			89.8	76.4	85.9	
Grade 8		74	105	136						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			4	52	TBD	
Grade 12		0	0	0						
Ungraded		4	6	11	<b>Recent Immigrants - Total Number:</b>					
Total		538	588	583	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							3	3	3	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		56	69	64	Principal Suspensions		0	13	TBD	
# in Collaborative Team Teaching (CTT) Classes		9	8	11	Superintendent Suspensions		4	8	TBD	
Number all others		26	36	37						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	14	13	16	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	2	4	Number of Teachers	41	43	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	12	11	TBD
				Number of Educational Paraprofessionals	1	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	73.2	69.8	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	73.2	72.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	84	TBD
American Indian or Alaska Native	0.2	0.2	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.4	87.3	TBD
Black or African American	86.1	84	82.2				
Hispanic or Latino	13.8	15.3	15.3				
Asian or Native Hawaiian/Other Pacific Isl.	0	0	0				
White	0	0.5	1.4				
Multi-racial							
<b>Male</b>	49.6	49.8	52				
<b>Female</b>	50.4	50.2	48				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:	-		
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√	-	-	-	
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√				-	
Hispanic or Latino	√	√	-	-	-		
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√		-	-	-	
<b>Student groups making AYP in each subject</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	68.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	32.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**SECTION IV: NEEDS ASSESSMENT**

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

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

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

Analysis of Student Achievement

**1. EARLY CHILDHOOD GRADES (Pre-K – 5) – Elementary Schools Only**

<p><b>Data Sources Reviewed – <i>Check all that apply:</i></b></p>	<p>E-CLAS District/School Benchmark Tests Student Portfolios (Subject(s): <u>  All  </u>)</p>	<p>Classroom Performance/Teacher Observations <b>Other</b> <u>      </u></p>
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**Data Analysis/Findings – Early Childhood:**

Test results show that our Kindergarten and First Grades improved significantly on the ECLAS assessment test. Based on the 2008- 2009 data, approximately 75% of our first grade students achieved a level 2 and 98% of them mastered the alphabet writing strand. The majority of our 1<sup>st</sup> grade students improved one level on the listening and writing strand. Out of the 39 students that were tested 79% performed on level 2 on listening comprehension and 92% on the writing development strand. Eighty five per cent of all second graders improved in the reading and the listening and writing strand. This school year the majority of our 2<sup>nd</sup> grade students received a Level of 5 or higher in reading on the ECLAS-2 assessment. This was the result of the implementation of the balanced literacy prototype, supplementary materials that were used in addition to the Month-by-Month Phonics program, staff development and an extensive collaborative effort. During the 2009-2010 school years we had two 3<sup>rd</sup> grade classes with many students performing on level 3 and 4.

- 59 % of the students in Class 1 scored on both Level 3 and 4
- 57 % of the students in Class 2 scored on both Level 3 and 4
- 57.9% of the students in both third grade classes scored on Levels 3 and 4.

Implications for the 2010-2011SY Instructional Program:

Our goal is to continue to develop a successful early childhood (Pre-K-2) reading program that builds the foundation for an effective transition into upper elementary grades (3-5). Our focus is to improve student's ability to express ideas through the writing process that is developmentally appropriate. Based on ECLAS results and teacher observations, emphasis will be placed on reading. Our reading skills focus will be: making predictions, summarizing, character traits, using graphic organizers, sequencing, identifying main idea, identifying words in context, vowel-sounds, written responses and subject and verb agreement. Our early grades will continue to follow the citywide mandated 70-minute literacy block, which will incorporate independent, shared and guided reading, as well as read aloud/accountable talk. Month-to-Month Phonics will be used as a supplement to their planned instruction in reading and writing. Classroom monitoring, student portfolios and data driven instruction will take place in every K-5 class during SY2010-2011. Emphasis will be placed on writing mechanics. Our goal is to improve student's ability to express their ideas through the writing process that is developmentally appropriate. Writing will be incorporated within the following activities: Continuation of the Literacy Prototype and the writing workshop. Teachers will be supplied with on-going resources, support, and staff development. Additionally, every K-5 classroom will have a well stocked classroom library containing a variety of genres as well as leveled books. During the upcoming school year, we will implement more writing and reinforce the 4-Square Writing Method for our 2<sup>nd</sup> graders. In turn, this will hopefully ensure that our students in this grade next year will score higher on the EPAL writing assessment. This will also assist them in having a smooth transition into the 3<sup>rd</sup> grade where they will continue to refine their writing skills in order to prepare them for other City and State exams. We will immediately begin to prepare our 5<sup>th</sup> grade students for the New York State Social Studies exam while keeping in mind that the New York State ELA exams will take place in April and the New York State Math exams will take place in May. Concluding, all students in our Early Childhood department will utilize the 4-Square Writing technique to better prepare these children for all upcoming testing grades. Based on current 3<sup>rd</sup> grade and 4<sup>th</sup> grade test results for this year, we will assess their weaknesses and strengths in preparation for all of our students for the next school year.

Analysis of Student Achievement

**1. ENGLISH LANGUAGE ARTS**

<p><b>Data Sources Reviewed – Check all that apply:</b></p>	<p>NYS/NYC Assessment Results District/School Benchmark Tests (Type: Periodic Assessment) Unit/Teacher-Made/Grade</p> <p>Level Tests <b>Item Skills Analysis</b></p>	<p>Student Portfolios Journals Classroom Performance /Teacher Observations Other _____</p>
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Data Analysis/Findings – ELA: (Grade 3 ELA)

During the 2009-2010 school years, we had two 3<sup>rd</sup> grade general education classes and two bridged 3<sup>rd</sup> grade classes. We anticipate three 3<sup>rd</sup> grade classes inclusive of a CTT class for SY2010-2011.

Year	Grade 3	Level 1	Level 2	Level 3	Level 4
2009	N=38	6 = 15.8%	10 = 26.3%	18 = 47.4%	4 = 10.5%
2010	N = 41	15 = 36.6%	18 = 43.9%	7 = 17.1%	1 = 2.4%

According to the data, approximately 57.9 % of our students who tested in SY2008-2009 scored at Levels 3 and 4 on the 3<sup>rd</sup> Grade ELA exam. Additionally, 84.2% students met the city's promotional criteria. Of the 41 students who tested in SY2009-2010, 19.5% met the NYS English Language Arts standard whereas, 63.4% met the city's promotional requirement. The 2009 -2010 data reflects a decline of approximately 38.4% for students meeting the state standard and 20.8% for students meeting the city's promotional criteria.

Implications for the 2010-2011SY Instructional Program:

Based on the above the data, the following implications are recommended:

- Use 4-Square Writing techniques to improve writing.
- Increased skill-based professional development for 3<sup>rd</sup> grade teachers
- Professional development and continuation of Balanced Literacy instructional strategies
- Continuation of test-sophistication strategies
- Continuation of skill-based instruction and tracking, especially in interpreting figurative language and summarizing information
- Continued provision of intensive AIS to all students who are not meeting state standards

After school programs  
 Saturday Academy  
 At-risk pull out program  
 At-risk push in program

- Increased use by teachers of item analysis data, e.g., the Acuity Report and other assessments to provide instructional emphasis on students' strengths and weaknesses and to insist on the grouping of students
- Intensive professional development in the following areas: the components of a 90-minute, balance literacy block, the use of specialized strategies to meet the needs of special education and ESL students and effective strategies for teaching reading comprehension skills (including: identifying main idea, making inferences and drawing conclusions, and interpreting figurative language)

Data Analysis/Findings – ELA: (Grade 4 ELA)

During the 2009-2010 school year, we had one 4<sup>th</sup> grade general education class and two 4<sup>th</sup> grade bridged classes. We anticipate having three 4<sup>th</sup> grade classes inclusive of two special needs bridged classes for the 2010-2011 school year.

Year	Grade 4	Level 1	Level 2	Level 3	Level 4
2009	N=29	2 = 6.9%	7 = 24.1%	20 = 69.0%	0 = 0%
2010	N = 33	4 = 12.1%	18 = 54.5%	10 = 30.3%	1 = 3%

The results of the SY2009-2010, 4<sup>th</sup> grade state ELA exam reflected that 33.3 % of our students performed at Levels 3 and 4. Additionally, 84.8 % of our students met the city's promotional criteria. The 2009 - 2010 data reflects a decrease of approximately 35.7 % below last year's data for students meeting the NYS English Language Arts standards.

Implications for the 2010-2011SY Instructional Program:

Based on the above the data, the following implications are recommended:

- Use 4-Square Writing techniques to improve writing
- Increased skill-based professional development for 4<sup>th</sup> grade teachers
- Professional development and continuation of Balanced Literacy instructional strategies

- Continuation of test-sophistication strategies
- Continuation of skill-based instruction and tracking, especially in interpreting figurative language and summarizing information
- Continued provision of intensive AIS to all students who are not meeting state standard
- Increased use by teachers of item analysis data, e.g., Acuity Report and other assessments to provide instructional emphasis on students' strengths and weaknesses and to insist on the grouping of students
- Intensive professional development in the following areas: the components of a 90-minute, balance literacy block, the use of specialized strategies to meet the needs of special education and ESL students, effective strategies for teaching reading comprehension skills (including: identifying main ideas, making inferences and drawing conclusions, and interpreting figurative language)

Data Analysis/Findings – ELA: (Grade 5 ELA)

During the 2009-2010 school year, we had one 5<sup>th</sup> grade general education class . We anticipate having four 5<sup>th</sup> grade classes inclusive of two special needs bridged classes for the 2010-2011 school year.

Year	Grade 5	Level 1	Level 2	Level 3	Level 4
2009	N =29	0 = 0%	5 = 17.2%	22 = 75.9%	2 = 6.9%
2010	N =27	2 = 7%	15 = 56%	10 = 37%	0 = 0%

The results of the SY2009-2010, 5<sup>th</sup> grade state ELA exam reflected that 37 % of our students performed at Levels 3 and 4. Additionally, 93 % of our students met the city's promotional criteria. The 2009 - 2010 data reflects a decrease of approximately 45.8 % below last year's data for students meeting the NYS English Language Arts standards.

Implications for the 2010-2011 SY Instructional Program:

Based on the above the data, the following implications are recommended:

- Use 4-Square Writing techniques to improve writing
- Increased skill-based professional development for 5<sup>th</sup> grade teachers
- Professional development and continuation of Balanced Literacy instructional strategies
- Continuation of test-sophistication strategies
- Continuation of skill-based instruction and tracking, especially in interpreting figurative language and summarizing information
- Continued provision of intensive AIS to all students who are not meeting state standard
- Increased use by teachers of item analysis data, e.g., Acuity Report and other assessments to provide instructional emphasis on students' strengths and weaknesses and to insist on the grouping of students
- Intensive professional development in the following areas: the components of a 90-minute, balance literacy block, the use of specialized strategies to meet the needs of special education and ESL students, effective strategies for teaching reading comprehension skills (including: identifying main ideas, making inferences and drawing conclusions, and interpreting figurative language).

Data Analysis/Findings – ELA: (Grade 6 ELA)

During the 2009-2010 SY, we had four sixth grade classes inclusive of a special needs class. For the 2010-2011 school year we anticipate having 4, 6<sup>th</sup> grade classes inclusive of two special needs class.

Year	Grade 6	Level 1	Level 2	Level 3	Level 4
2008-2009	N=61	0 = 0%	17 = 27.9%	42 = 68.9%	2 = 3.3%
2009-2010	N = 65.	8 = 12.3	40 = 61.5	16 = 24.6	1 = 1.5

Approximately 72.2% of our 6<sup>th</sup> grade students tested in SY2008-2009, including special education students and English Language Learners met the NYS standards for ELA. In addition, 100.0% of the students met the city's promotional criteria. However, the data for SY2009-2010 indicate that 26.1% of the students met the NYS English Language Arts standards whereas, 87.6% of the students tested met the city's promotional criteria. The data reflect a decline of approximately 51% and 12% respectively. Teachers used a variety of student products such as classroom tests, book reports, projects and oral exams to assess student learning. Most of the ELA school work was theme based and allowed the students to spend a substantial amount of time acquiring new information.

Implications for the 2010 -2011SY Instructional Program:

Based on the above the data, the following implications are recommended:

- Use 4-Square Writing techniques to improve student writing and language development
- Continued implementation of ELA standards and literacy block
- Increased skill-based professional development for 6<sup>th</sup> grade teachers
- Professional development and continuation of Balanced Literacy instructional strategies
- Continuation of test-sophistication strategies
- Continuation of skill-based instruction and tracking, especially in interpreting figurative language and summarizing information
- Continued provision of intensive AIS to all students who are not meeting state standard
  - After school programs
  - Saturday Academy
  - At-risk pull out program
  - At-risk push in program
- Increased use by teachers of item analysis data, e.g., Acuity Report and other assessments to provide instructional emphasis on students' strengths and weaknesses and to insist on the grouping of students
- Intensive professional development in the following areas: the components of a ninety-minute, balance literacy block, the use of specialized strategies to meet the needs of special education and ESL students, effective strategies for teaching reading comprehension skills (including: identifying main ideas, making inferences and drawing conclusions, and interpreting figurative language)

Data Analysis/Findings – ELA: (Grade 7 ELA)

Year	Grade 7	Level 1	Level 2	Level 3	Level 4
2008-2009	N=124	0 = 0%	34 = 27.4%	90 = 72.6%	0 = 0%
2009-2010	N = 69	8 = 11.6	38 = 55.1	21 = 30.4	2 = 2.9

Based on the 2009-2010SY data approximately 33.3 % of our 7<sup>th</sup> grade students met the NYS standards for ELA. Additionally, 88.4% of the students met the city's promotional criteria. The data for the 2009-2010SY reflect a decline in the percentage of students who met the NYS standards and the city's promotional criteria. The data highlights the need to decrease our level 2. Accordingly, we need

to increase our levels 3 and 4 population. We will continue to review various interim reports including the Periodic Assessments and the R.A.I. in order to work on the student's weak areas such as drawing conclusions and interpreting word meaning in context.

Implications for the 2010-2011SY Instructional Program:

Based on the above data the following implications are recommended:

- Use 4-Square Writing techniques to improve student writing and language development
  - Continued implementation of ELA standards and literacy block
  - Increased skill-based professional development
  - Professional development and continued Balanced Literacy instructional strategies
  - Continuation of test-sophistication strategies
  - Continuation of skill-based instruction and monitoring, especially in drawing conclusions and word meaning
  - Promote and support heterogeneity throughout the grade.
  - Increasing opportunities for mainstreaming special education students into general education classes
  - Increased professional development in strategies to assist special education students
  - Increasing opportunities for mainstreaming special education students into general education classes
  - Increased professional development in strategies to assist special education students
  - Continued provision of intensive AIS to all students who are not meeting state standards
- After school programs  
Saturday Academy  
At-risk pull out program  
At-risk push in program
- Increased use by teachers of item analysis data, e.g., Acuity Report and other assessments to provide instructional emphasis on students' strengths and weaknesses and to insist on the grouping of students
  - Intensive professional development in the following areas: the components of a 90-minute, balance literacy block, the use of specialized strategies to meet the needs of special education and ESL students, effective strategies for teaching reading comprehension skills (including: identifying main ideas, making inferences and drawing conclusions, and interpreting figurative language)

Data Analysis/Findings – ELA: (Grade 8 ELA)

Based on the 2009 – 2010SY data, the number of students scoring level 3s and level 4s decreased by 34.2% compared to the 2008- 2009 data. Notably, the level 2 scores increased by 24.1 % compared to the previous year.

Year	Grade 8	Level 1	Level 2	Level 3	Level 3and4
2008-2009	N= 98	3 = 3.1%	43 = 43.9%	52 = 53.1%	52 = 53.1%
2009-2010	N = 122	14 = 11.5%	83 = 68%	23 = 18.9%	23 =18.9%

Implications for the 2010-2011SY Instructional Program:

Based on the above data the following implications are recommended:

- Incorporate usage of classroom libraries into the curriculum
- Continuation of the instructional strategies that have contributed to an overall gain in students meeting the standards, including the implementation of a 90-minute literacy block and daily writing activities
- Continued provision of intensive AIS to all students who are not meeting state standards

After-school programs  
 Saturday Academy  
 At-risk pull out program  
 At-risk push in program

- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations
- Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the inclusion model and additional support for special needs students in the general education setting
- Continued use of pacing calendars and test sophistication workbooks as supplements to the instructional core
- Increased use by teachers of item analysis data and other assessments to provide instructional emphasis on students' strengths and weaknesses and to insist on the grouping of students
- Investigation of best practices for sustaining and accelerating the achievement of English language learners
- Intensive professional development in the following areas: the components of a 90-minute, balance literacy block, the use of specialized strategies to meet the needs of special education and ESL students, effective strategies for teaching reading comprehension skills (including: identifying main ideas, making inferences and drawing conclusions, and interpreting figurative language)

Analysis of Student Achievement

**2. MATHEMATICS**

<b>Data Sources Reviewed – <i>Check all that apply:</i></b>	NYS/NYC Assessment Results District/School Benchmark Tests (Type: Periodic Assessments) Unit/Teacher-Made/Grade Level Tests Item Skills Analysis (e.g., Grow Report)	Student Portfolios Journals Classroom Performance /Teacher Observations Other _____
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Data Analysis/Findings – Math 3 Grade:

Based on the 2008 – 2009 information, 84.2 % of our students passed the 3<sup>rd</sup> grade state assessment. Overall 97.4 % of the third grade population met the city's promotional criteria. However, the 2009-2010SY data reflects a decline of approximately 70 % with respect to the number of students meeting the state requirement.

Year	Grade 3	# Level 1	# Level 2	Level 3	Level 4
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2008-2009	N=38	1 = 2.6%	5 = 13.2%	28 = 73.7%	4 = 10.5%
2009-2010	N = 41.	15 = 36.6%	20 = 48.8%	5 = 12.2%	1 = 2.4%

Implication for the 2010-2011SY Instructional Program:

Based on our analysis of the data and all relevant findings, the following are implications for our Math instructional program for grade 3 students for the upcoming school year:

- Third grade students will continue to utilize the Everyday Math curriculum
- Supplemental books will be purchased and used in order to assist with math comprehension
- More emphasis should be placed on ensuring that 3<sup>rd</sup> grade students attain basic/simplistic mathematic skills (i.e. addition, subtraction, multiplication, and division) and on an understanding of simple word problems.
- Our third grade program will continue to focus on math fundamentals, math concepts and problem-solving strategies, especially with respect to whole numbers
- Third grade teachers of math will continue to receive intensive professional development in math strategies.
- There should be an increase in the use of manipulative in math lessons
- There should be an increase in the use of technology and visual aides during math lessons
- Data regarding student skill deficits relating to key math areas needs to be reviewed with teachers more frequently
- Continue serving level 1 students through AIS program After school programs

Saturday Academy  
 At-risk pull out program  
 At-risk push in program

- Grouping and cooperative learning strategies should continue to be implemented during math lessons

Data Analysis/Findings – Math 4 Grade:

Based on the 2008-2009SY data, 85.7 % of our students passed the 4<sup>th</sup> grade NY State Mathematics Assessment. Additionally, level 3 and 4 student data increased by 11.6%. Overall 96.4% of the 2008-2009SY fourth grade student population met the city’s promotional criteria. However, the 2009-2010SY data reflect approximately a 58 % decline in the number of students meeting the state standard.

We will continue to explore a variety of problem solving strategies throughout instruction in an effort to reduce the percentage of level 1 and 2 students. Additionally, we will adopt an extensive approach towards data collection and analysis for the purpose of conducting targeted instruction.

Year	Grade 4	# Level 1	ALL TESTED # Level 2	Level 3	Level 4
2008-2009	N = 28	1 = 3.6%	3 = 10.7%	18 = 64.3%	6 = 21.4%
2009 - 2010	N = 33	2 = 6.1%	22 = 66.7%	5 = 15.2%	4 = 12.1%

Implication for the 2010-2011SY Instructional Program:

Based on our analysis of the data and all relevant findings, the following are implications for our Math instructional program for grade 4 students for the upcoming school year:

- Our fourth grade program should continue to focus on math fundamentals, math concepts and problem-solving strategies, especially with respect to whole numbers
- Fourth grade teachers of math should continue to receive intensive professional development in math strategies
- There should be an ongoing use of manipulative in math lessons
- There should be an increase in the use of technology and visual aides during math lessons
- Data regarding student skill deficits relating to key math areas needs to be reviewed with teachers more frequently
- Math AIS interventions for level 1 and 2 students in grade 4 should be intensified

After-school programs  
 Saturday Academy  
 At-risk pull out program  
 At-risk push in program

- Grouping and cooperative learning strategies should be increased during math lessons
- Students in special education will receive additional support in basis math skills.

Data Analysis/Findings – Math 5 Grade:

Based on the 2008-2009SY data, 85.7 % of our students passed the 5<sup>th</sup> grade NY State Mathematics Assessment. Overall 96% of the 2008-2009SY fourth grade student population met the city’s promotional criteria. However, the 2009-2010SY data reflect approximately 64 % decline in the number of students meeting the state standard.

We will continue to explore a variety of problem solving strategies throughout instruction in an effort to reduce the percentage of level 1 and 2 students. Additionally, we will adopt an extensive approach towards data collection and analysis for the purpose of conducting targeted instruction.

Year	Grade 5	ALL TESTED			
		# Level 1	# Level 2	Level 3	Level 4
2008-2009	N = 28	1 = 3.6%	3 = 10.7%	18 = 64.3%	6 = 21.4%
2009 - 2010	N = 27	3 = 11%	18 = 67%	6 = 22%	0 = 0%

Implication for the 2010-2011SY Instructional Program:

Based on our analysis of the data and all relevant findings, the following are implications for our Math instructional program for grade 5 students for the upcoming school year:

- Our fifth grade program should continue to focus on math fundamentals, math concepts and problem-solving strategies, especially with respect to whole numbers
- Fourth grade teachers of math should continue to receive intensive professional development in math strategies
- There should be an ongoing use of manipulative in math lessons
- There should be an increase in the use of technology and visual aides during math lessons
- Data regarding student skill deficits relating to key math areas needs to be reviewed with teachers more frequently

- Math AIS interventions for level 1 and 2 students in grade 4 should be intensified
  - After-school programs
  - Saturday Academy
  - At-risk pull out program
  - At-risk push in program
- Grouping and cooperative learning strategies should be increased during math lessons
- Students in special education will receive additional support in basis math skills.

Data Analysis/Findings – Math 6 Grade:

In the 2008-2009 SY we had three 6<sup>th</sup> grade classes. Approximately 63 % of the students met the state standards. Overall, 95.3% our students met the city's promotional criteria. For the 2009 - 2010SY we had 4 six grade classes inclusive of one special need class. Approximately, 49.2% of the students met the NYS Mathematics standard whereas, 89% of the students met the city's promotional criteria. The current data reflects a decrease of about 6% for the number of students who meeting the city's promotional criteria and approximately 14% for students meeting the state standards.

During the 2010-2011SY we anticipate that a larger number of our current students will be on Level 3 and Level 4 as we continue our concerted effort to differentiate instruction and promote targeted assessments in alignment with gathered data .

Grade 6 Student Performance on the NYS-Mathematics Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	2008-2009	3	4.7 %	21	32.8 %	35	54.7 %	5
2009-2010	7	10.8%	26	40%	27	41.5%	5	7.7%

Grade 6 Student Performance on the NYS-Mathematics Test								
SPECIAL EDUCATION STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	2008-2009	0	0 %	5	62.5 %	2	25.0 %	1
2009-2010 (N=13)					2	15%	0	0%

Implication for the 2010-2011SY Instructional Program:

Based on our analysis of the data and all relevant findings, the following are implications for our Math instructional program for grade 6 students:

- Our sixth grade program should continue to focus on math fundamentals, math concepts and problem-solving strategies, especially with respect to whole numbers
- Sixth grade teachers of math should continue to receive intensive professional development in math strategies
- There should be an ongoing use of manipulative in math lessons
- There should be an increase in the use of technology and visual aides during math lessons
- Data regarding student skill deficits relating to key math areas needs to be reviewed with teachers more frequently

- Math AIS interventions for level 1 and 2 students in grade 6 should be intensified
  - After-school programs
  - Saturday Academy
  - At-risk pull out program
  - At-risk push in program
- Grouping and cooperative learning strategies should be increased during math lessons
- Students in special education will receive additional support in basis math skills.

Data Analysis/Findings – Grade 7 Math

According to the data for the 2008-2009SY, 77.2 % of the seventh grade population met state standards. Based on the data 97.5 of our 7<sup>th</sup> grade students met the city’s promotional standards. The 2009-2010SY data indicates that approximately 28% of the students tested met the NYS Mathematics standard while 84% of the students met the city’s promotional criteria. However, the data reflect a decline of 49.2 and 13.55% respectively compared to 2008 - 2009 school year. We will continue to explore a variety of problem solving strategies throughout instruction in an effort to reduce the percentage of level 1 and 2 students. Additionally, we will adopt an extensive approach towards data collection and analysis for the purpose of conducting targeted instruction.

Grade 7 Student Performance on the NYS-Mathematics Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
2008	3	2.4 %	25	20.3 %	85	69.1 %	10	8.1%
-								
2009	11	15.9	39	56.5	19	27.5	0	0
-								
2010								

Based on the 2009 -2010SY data \_\_\_% of our 7<sup>th</sup> grade students in **special needs** classes did not meet the NYS standards for mathematics. As a result of the findings, additional support and remediation will be provided in order to move students from levels 1 and 2 to levels 3 and 4.

Grade 7 Student Performance on the NYS-Mathematics Test								
SPECIAL EDUCATION STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
2008-2009	1	3.4 %	14	48.3 %	14	48.3%	0	0%
2009-2010					0	0%	0	0%
(N=13)								

Implications for the 2010-2011SY Instructional Program:

Based on our analysis of the data and all relevant findings, the following are implications for our Math instructional program for grade 7 students:

- Incorporate more writing into the math curriculum
- Our seventh grade program should continue to focus on math fundamentals and problem-solving strategies, especially with respect to integers, fractions, and decimals
- Middle school math teachers should be appropriately certified

- Seventh grade teachers of math should receive intensive professional development in math strategies
- There should be an increase in the use of manipulative in math lessons
- There should be an increase in the use of technology and visual aides during math lessons
- Data regarding student skill deficits relating to key math areas needs to be reviewed with teachers more frequently
- Math AIS interventions for level 1 and 2 students in grade 7 should be intensified

After-school programs  
 Saturday Academy  
 At-risk pull out program  
 At-risk push in program

- Grouping and cooperative learning strategies should be increased during math lessons
- Ensure that there is more ongoing math staff development for teachers so as to incorporate writing into the curriculum
- Students in special education will receive additional support focusing on basis skills.

Data Analysis/Findings – Grade 8 Math

Based on the 2008-2009SY data 74.2 % of the 8<sup>th</sup> grade students met the state standards in mathematics. Overall, 98.9 % of our students met the city’s promotional criteria. The 2009-2010SY data on the other hand indicate that 26.5% of the students tested met the NYS Mathematics standards whereas, 89.3 % of tested students met the city’s promotional criteria. However, the data reflects approximately a 9% decrease in the number of students who met the city’s promotional criteria and 47.7% decrease in students who met the state standard.

We will continue to explore a variety of problem solving strategies throughout instruction in an effort to reduce the percentage of level 1 and 2 students. Additionally, we will adopt an extensive approach towards data collection and analysis for the purpose of conducting targeted instruction.

Grade 8 Student Performance on the NYS Mathematics Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 2	
2008	1	1.0 %	24	24.7 %	64	66.0 %	8	8.2 %
-								
2009	13	10.7%	76	62.8%	30	24.8%	2	1.7%
-								
2010								

The 2009-2010 school year will demonstrate a continued focus towards decreasing the number of level 1 and level 2 students within the Special Needs population.

Grade 8 Student Performance on the NYS Mathematics Assessment								
SPECIAL EDUCATION STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
2008	1	5.9 %	12	70.6 %	3	17.6 %	1	5.9 %
-								
2009					1	3%	0	0%
-								
2010								

Grade 8 Student Performance on the NYS Mathematics Assessment								
ENGLISH LANGUAGE LEARNERS								
YEAR	Level 1		Level 2		Level 3		Level 4	
2008-2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2009-2010 (N=7)						0%		0%

Implications for the 2010-2011SY Instructional Program:

Based on our analysis of the data and all relevant findings, the following are implications for our Math instructional program for grade 8 students:

- Our eight grade program should refocus attention to math fundamentals and problem-solving strategies, especially with respect to integer, fractions, decimals, geometry and percents
- Middle school math teachers should be appropriately certified
- Eighth grade teachers of math should receive intensive professional development in math strategies and differentiated instruction.
- There should be an increase in the use of manipulative in math lessons
- There should be an increase in the use of technology and visual aides during math lessons
- Data regarding student skill deficits relating to key math areas needs to be reviewed with teachers more frequently
- Math AIS interventions for level 1 and 2 students in grade 8 should be intensified

After school programs  
 Saturday Academy  
 At-risk pull out program  
 At-risk push in program

- Grouping and cooperative learning strategies should be increased during math lessons
- Math computer software should be made available for all math teachers who have computers available for student
- Their should be a greater emphasis placed on problem solving strategies and the students ability to explain the process they used
- There is a need for the review of basic skills math daily

Analysis of Student Achievement

**3. SCIENCE**

<b>Data Sources Reviewed – Check all that apply:</b>	<b>NYS Assessment Results</b> (From School Report Card) <b>District/School Benchmark Tests (Type: _____ )</b> <b>Unit/Teacher-Made/Grade Level Tests</b> <b>Student Portfolios</b>	<input checked="" type="checkbox"/> Lab Books/Journals <b>Classroom Performance/Teacher Observations</b> <b>Other _____</b>
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Grade 8 Student Performance on the NYS Science Test								
ALL TESTED STUDENTS								
Year	Total Number of Students tested		Level 1		Level 2		Level 3	Level 4
2008-2009	89	100%	12 =	13%	32 =	36 %	44 students = 49 %	1 = 1%
2009-2010	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

**Data Analysis/Findings – Science:**

For the 2008-2009SY approximately 60% of the sixth grade students and 50 % of the seventh grade students met the Science Performance Standards for their grade level. The teachers used unit/teacher made exam, student portfolios and observations to assess the students. Both 6<sup>th</sup> and 7<sup>th</sup> grade science teachers also provided the children with practice and experience using manipulatives in order to prepare students for future state examinations. For the 2009-2010SY approximately one half of 8<sup>th</sup> grade students met the NYS Science standards as measured by their performance on the NYS Science exam for eighth grade students. Students are showing slow but steady improvement in their lab activities. They have also shown improvement on the NYS Science Performance test and comprehensive test. Exit Projects were of much higher quality than those of previous years and in general most students will pass science. We are putting more emphasis on our science requirements and curriculum and allowing the students to spend more time developing their exit projects.

**Implications for the 2010-2011SY Instructional Program:**

Based on analysis of the above data and all relevant sources, the following are implications for our science program:

- Use small group instruction to move the Level 2 students to Level 3. Efforts need to be made to locate and recruit appropriately licensed personnel who can run a science lab and prepare students for the eighth grade science exam
- Efforts need to be made to obtain more modern scientific equipment and material
- Teachers should increase the use of hands-on lab activities
- Rigorous use of 4-Square Writing technique to analyze results of activities
- On-going staff development in instruction of the science curriculum will be increased
- Field trips to promote science awareness will be increased
- Monthly science projects will be mandated
- Rigorous test prep for state tests will be increased

- Develop a school-wide science fair for the 2010-2011 school year to display students exit projects for staff, parents and district/KNLSO personnel
- Use study groups to increase science awareness and best practices for staff
- Science AIS interventions for At-risk students in grade 8 should be intensified

After-school programs  
 Saturday Academy  
 At-risk pull out program  
 At-risk push in program

PART IV – SECTION A.1: Analysis of Student Achievement

**4. SOCIAL STUDIES**

<b>Data Sources</b> Reviewed – <i>Check all that apply:</i>	<b>NYS Assessment Results</b> <b>District/School Benchmark Tests</b> <b>Unit/Teacher-Made/Grade Level Tests</b> <b>Student Portfolios</b>	<b>Journals</b> <b>Classroom Performance/Teacher Observations</b> <b>Other _____</b>
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Data Analysis/Findings – Social Studies:

However there is a trend towards improving performance on the state tests. Social Studies teachers used pacing calendars to align their lesson plans with NYS curriculum mandates. Workbooks were purchased for all 8<sup>th</sup> grade classrooms to supplement the social studies textbook and other teacher created materials. Additionally, teachers in grades PreK-8 will all be given a Home and Careers packet to foster an understanding of civic responsibility among the student body. Teachers will incorporate a topic into their weekly/monthly social studies lesson planning for students. Teachers were asked to focus primarily on one topic with their students in the form of an extended unit, which will culminate into a final class project by individual/group of students. These projects should focus on the civic lessons learned by the students from the Home and Careers packet. Finally, these lessons will connect directly with the schools' annual Career Day, where community professionals from a variety of vocations are invited to speak with the student body regarding their work and what it takes to succeed in their field. Teachers need additional professional development/training to better understand social studies pacing calendars and instruction. During the upcoming school year, we will provide more opportunities for professional development for our lead teachers who currently collaborate with one another in developing lesson plans, projects, and assessments that tie-in the core knowledge curriculum of Social Studies with ELA lessons in monitoring and managing student comprehension and achievement.

Grade 8 Student Performance on the NYS Social Studies Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
2008	10	11 %	69	73 %	15	16 %	0	0
- 2009								
2009	67	57%	29	25%	21	18%	0	0
- 2010								

Implications for the 2010-2011 SY Instructional Program:

Continue exposing our fifth and seventh grade students to Document Based Questions (DBQ's) so that they will be familiar with them when they reach the 8<sup>th</sup> grade. This work will be implemented in grades three, four and six in the 2010-2011 SY. There is still a need for more work with DBQ's across grades three through eight.

- Students will begin test preparations earlier in the school year rather than later.
- Continue requiring students in grade 8 to prepare Exit Projects and require students in grades 3,4,5,6, and 7 to prepare individual or group promotion projects on a wide variety of social studies topics as it relates to the New York State Social Studies Standards and Core Knowledge Curriculum.
- A strong emphasis will be placed on investigating, summarizing and presenting original research with vivid evidence for exit and promotional social studies projects. Students will be encouraged to consult primary sources and identify artifacts to bring their projects to life. Exit and promotional social studies projects should be started earlier in the year. Additionally, the core knowledge curriculum for Early Childhood and Middle School grades will be aligned with the New York State Social Studies Standards and core curriculum. The third and fourth grade Social Studies program will be supported by the Harcourt Social Studies program.
- Teachers should be integrating ELA test sophistication strategies into social studies lesson planning and instruction.
- Social Studies teachers on all grade levels will receive additional professional development in order to enhance curriculum and student instruction.
- Social Studies AIS interventions for At-risk students in grade 8 should be intensified
  - After-school programs
    - Saturday Academy
    - At-risk pull-out program
    - At-risk push-in program

PART IV – SECTION A.1: Analysis of Student Achievement

**6. FOREIGN LANGUAGE (For Middle Schools and High Schools Only)**

<p><b>Data Sources</b> Reviewed – <i>Check all that apply:</i></p>	<p>NYS Assessment Results District/School Benchmark Tests Unit/Teacher-Made/Grade Level Tests Student Portfolios</p>	<p>Journals Classroom Performance/Teacher Observations Other _____</p>
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Data Analysis/Findings – Foreign Language:  
 During the 2009-2010 SY, the foreign language program was offered to grades 6-8. The focus was on the development of the student's reading, writing, and listening skills. Due to lack of instructional material that focused on developing the listening skills, this goal was not adequately achieved. Students were given a basic introduction to the Spanish Language and an introduction to the people and their customs. Based on teacher evaluations/assessments (teacher made exams and student portfolios) approximately 50% of the students in grades 6-8 achieved a basic understanding of the Spanish language in both oral and written communication.

Implications for the Instructional Program:

During the 2010-2011 school year, P.S./I.S. 323 will:

- Secure funds in order to purchase listening equipment such as earphones, radios, etcetera
- Purchase foreign language listening curriculum
- Use technology to assist with curriculum reinforcement and language development and retention

PART IV – SECTION A.1: Analysis of Student Achievement

**7. THE ARTS (For Middle Schools and High Schools Only)**

<b>Data Sources Reviewed – <i>Check all that apply:</i></b>	District/School Benchmark Tests Unit/Teacher-Made/Grade Level Tests Student Portfolios	Journals Classroom Performance/Teacher Observations Other _____
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Data Analysis/Findings – The Arts:

Students continue to develop skills in art production, art history, art aesthetics, art literacy and art criticism. Our goal is to teach art across the curriculum that will increase art awareness and increase English Literacy skills. Students are attaining basic knowledge of the arts and are exploring a variety of art topics.

Implications for the 2010-2011SY Instructional Program:

- Expose the students to museums
- Expose students to various artistic mediums
- Expose the student to Galleries
- Expose the students to new materials
- Plan to bring in other outside organizations to teach art to the staff during PD
- Increase funding to purchase new equipment

PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement (FOR ALL SCHOOLS)

**1. CURRICULUM AND INSTRUCTION**

<b>Data Sources Reviewed – Check all that apply:</b>	<b>PASS Review District Assessment Registration Review Report</b>	<b>Surveys/Questionnaires Other Coach Assessments, Administration Observations</b>
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Data Analysis/Findings:

P.S. / I.S. 323 strive to improve instruction in all areas in which our children are performing below level (i.e. Math, English, etc). We are also working towards insuring that all of our teachers are State certified. We are following all state and city mandates for professional development. Information will be provided in order to ensure that our staff members are able to meet the required mandates passed by NCLB.

The instructional program reflects district, city and state requirements. We offer a variety of cluster classes for our children and will continue to ensure that these subjects are taught across the curriculum.

Implications for the 2010-2011 SY Instructional Program:

We will continue to rely on state, city and KNLSO directives pertaining to the curriculum and instruction. We will utilize the expertise of our Administrative Team, 2 Coaches, a host of lead teachers and the knowledge of outside professional development organizations and individuals.

**PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement** – On the charts below, indicate the data sources which were reviewed to determine school strengths and weaknesses in each specified area, your school’s analysis of the data, and the implications for the instructional program.

**2. USE OF TECHNOLOGY**

<b>Data Sources Reviewed – Check all that apply:</b>	<b>PASS Review District Assessment Registration Review Report Surveys/Questionnaires</b>	<b>Student Work Folders/Portfolios Other (Observations)</b>
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Data Analysis/Findings:

Our SY2009-2010 goal was to expose the seventh and eighth grade students to various computer applications such as Microsoft Word, Excel and PowerPoint. The seventh graders were taught correct keyboarding, how to manipulate various features in Microsoft Word such as setting margins, setting alignments, and using various fonts and formats. The primary focus for the eighth grade students was to acquire advanced computer skills using various Microsoft Office software applications. With these acquired skills, the students created imaginary businesses with guidelines. In addition, they typed all of their exit projects including graphics to enhance project presentations.

Overall, the 2009-2010-technology program was successful even though some of our computers and software will require upgrades during the coming school year. For the 2010-2011 school year we would like to ensure that our children are kept abreast with current technology trends. Consequently, we will need to order textbook, software and possibly new computers.

Implications for the 2010-2011SY Instructional Program:

- Continue teacher computer technology across the curriculum
- Increase the amount of time students are able to use computer room (i.e. afterschool)
- Utilize computer room to assist in the completion of Exit 8 Science and Social Studies projects
- Ensure that the technology teacher receives professional development in order to teach the children new information and current technology trends
- Find funding in order to purchase new software and hardware
- Purchase more technologically advanced equipment such as scanners, digital cameras, etc. in order to provide other outlets for learning for our children
- Begin a computer club for students (i.e. take and develop school photos at school events)
- Provide internet connection for our students for research and other educational purposes
- Provide additional support to students with special needs
- Increase the use of technology across all curriculum areas

<b>PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement</b>		
<b>3. LIBRARY MEDIA SERVICES</b>		
<b>Data Sources Reviewed</b> – <i>Check all that apply:</i>	<b>PASS Review</b> <b>District Assessment</b> <b>Registration Review Report</b> <b>Scheduling/Open Access</b> <b>Utilization</b>	<b>Circulation Records for</b> <b>Students/Staff</b> <b>Surveys/Questionnaires</b> <b>Other (<u>Observation</u>)</b>

Data Analysis/Findings:

Throughout 2009-2010SY, the PSIS 323 library media center is staffed with a full time library media specialist. The availability of para-professional staff who would undertake routine administrative tasks and free the library media specialist to undertake instructional initiatives and reading literacy initiatives is currently not possible due to budgetary constraints. An active instructional program of information literacy is integrated into curriculum content, and targeted towards learning curriculum content and skills. The library program is based on an Open Access, fixed, flexible and Core Model schedule so that the library media specialist and classroom teachers can engage in collaborative planning and delivery of information literacy instruction.

Open Access is the circulation period for students. A library pass is required for two students from each classroom for 10 minutes. Flexible scheduling is where teachers in grades 4 – 8 sign up to use the library to support and enhance classroom instruction. Fixed scheduling incorporates classes in PK – 3, and special education classes. These classes are regularly scheduled every other week (Week A or Week B). The Core Model is a program with 6-week cycles. In each cycle, three upper grade teachers will collaborate with the library media specialist on a unit of study and will be scheduled to bring one specific class to the library for instruction twice a week. At the end of the cycle, students will have completed a product to demonstrate what they have learned. Students in grades 4 through 8 follow both a flexible and Core Model Schedule.

The teacher and library media specialist jointly set goals, design learning experiences and teach and evaluate units of study. Classroom teachers and the library media specialist are jointly involved in

teaching curriculum units and developing students' competencies using the Information Fluency Framework and Continuum. Faculty meetings are the primary means that library media specialist use to communicate about library resources and learning initiatives. Other means of communication, such as grade level meetings are also utilized. The Library media specialist engages in a range of instructional activities to help students use information technology in efficient and productive ways. Most typically this includes searching strategies for the internet, using OPAC and other electronic databases and search engines, evaluating web sites, and teaching about the ethical use of the internet. This takes place more widely in middle school grades (6 – 8). .  
 Implications for the 2010-2011SY Instructional Program:

- Develop external relations within the community of Brownsville and beyond, with various organizations in order to upgrade resources and services available to our children
- Continue introducing the early grades (Pre-K through 3<sup>rd</sup> grade) to increase knowledge and understanding

<b>PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement</b>		
<b>4. PROFESSIONAL DEVELOPMENT</b>		
<b>Data Sources Reviewed</b> – <i>Check all that apply:</i>	<b>PASS Review</b> <b>District Assessment</b> <b>Registration Review Report</b>	<b>Formal/Informal Observations</b> <b>Surveys/Questionnaires</b> <b>Other <u>Observation by Coaches</u></b>

Data Analysis/Findings:

Our professional development program throughout the 2010 -2011SY will involve ongoing assessment and re-evaluations. The professional development program will remain a continuous implementation of the recommendations of the 2008 –2009 Quality Review. Thus, the school understands that a professional development focus throughout the 2010-2011SY should be towards increasing teacher's understanding and use of data. Additionally, the school will focus its attention on providing targeted professional development for the purpose of improving pedagogy. The team is composed of the Principal, Assistant Principals, 2 Coaches, Early Childhood Coordinator, and Lead Teachers. As the school seeks to improve teacher quality a we will host weekly scheduled articulated professional development, study groups, workshops, etc. Several of the staff members are steadily progressing towards acquiring their permanent or professional teacher certification and still need professional development in order to move our children to the next level. Professional Development is critical in closing this gap until certification is achieved.

Implications for the 2010-2011SY Instructional Program:

Continue to:

- Strengthen teacher's knowledge base in literacy, math, social studies, science and other content areas
- Improve effective delivery of classroom instructions
- Continue usage of study groups and professional development workshops
- Begin new teacher workshops to concentrate on classroom management and instruction
- Increase teachers' understanding and use of data to accommodate differentiated instruction.

**PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement**

**5. STUDENT ATTENDANCE**

<b>Data Sources Reviewed – Check all that apply:</b>	ATS Reports School Report Card	Logs of Guidance and Auxiliary Staff <b>Other <u>Attendance Office Records</u></b>
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STUDENT ATTENDANCE RATE

SCHOOL YEAR	ATTENDANCE RATE (%)
2007-2008	91.2 %
2008 - 2009	91.0 %
2009-2010	TBD

Data Analysis/Findings:

According to the 2008-2009 school report card data P.S./I.S. 323 had an average attendance rate of 91.0 %. A significant number of our students continue to arrive to school late.

Implications for the 2010-2011SY Instructional Program:

Attendance outreach efforts must be intensified and our attendance plan should be reviewed to include more aggressive approaches. We will offer attendance incentives to improve our attendance and lateness for the next year.

**6. STUDENT SUPPORT SERVICES**

<b>Data Sources Reviewed – Check all that apply:</b>	<b>PASS Review</b> <b>District Assessment</b> <b>Registration Review</b> <b>Report</b> <b>ATS Reports</b> <b>School Report Card</b>	<b>Logs of Guidance and Auxiliary Staff</b> <b>Surveys/Questionnaires</b> <b>Other ___</b>
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Data Analysis/Findings:

According the June 2010 School Demographics and Accountability snapshot suspensions was limited to \_\_\_ students. Additionally, student mobility was at a \_\_\_ % high. The school provides ample student support utilizing all resources available to the children such as SBST, SPINS, Guidance, CBO's and other outside agencies.

Implications for the Educational Program:

Based on the above data, there is an evident need for the following for SY2010-2011

- 1 more guidance counselor so that equal attention could be given to our students (1 counselor for grades Pre-K – 6 and 1 counselor for grades 7 and 8)
- Peer mediations and conflict resolution programming
- Greater use of community outreach counseling programs
- Use funding to develop incentive program to reduce the number of discipline problems and increase our attendance rate

<b>7. PARENT INVOLVEMENT</b>		
<b>Data Sources Reviewed – <i>Check all that apply:</i></b>	<b>PASS Review District Assessment Registration Review Report Attendance Records at Meetings, Workshops, etc.</b>	<b>Surveys/Questionnaires Other <u>SLT Meetings/Observations</u></b>

Data Analysis/Findings:

A diligent effort was made to increase the 5% parent involvement at P.S./I.S. 323. During the school year various workshops were offered. There were guest speakers invited to discuss the curriculum and presenters that spoke to the parents about employment and educational opportunities (for example GED and resume writing skills). Parents were engaged in activities that made them more informed parents and introduced opportunities to help them further develop socially.

Implications for the Educational Program:

We will conduct workshops for curriculum standards (city and state) by grade twice a year. Offer more incentives (rewards, door prizes and raffles) to increase the number of parents who participate. Conduct an Open House twice a year for parents to observe what is going on in the school and offer assistance where possible. Furthermore, there will be monthly open house for parents to meet with their child’s teachers to receive up-to-date progress reports regarding their child’s academic performance. Lastly, we will build additional partnerships with external agencies with strong resources allowing for parent involvement and awareness.

<b>PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement</b>		
<b>8. SCHOOL CLIMATE</b>		
	<b>PASS Review District Assessment Registration Review Report Suspension Rates/Incident Reports</b>	<b>Surveys/Questionnaires School Report Card Other <u>School Leadership Team</u></b>

Data Analysis/Findings:

According to the Quality Review and the School Leadership Team, the tone and climate of the building remains at an above average rating. The number of suspensions has declined and the attendance rate for 2008-2009 was 91.0 %. The student mobility rate was 93.8 %. We continuously work on both staff and student attendance. During our morning lineup, we use this opportunity to reinforce our school motto, "I am a winner and an achiever. I am gifted, talented, and smart. We are a team of winners because we work hard together". Our school will continue to encourage more parent partnership.

Implications for the 2010-2011SY Educational Program:

- Increase the level of parent participation
- Institute strategies to foster student internalization of our school motto
- Continue to offer an open and friendly environment for parents, teachers and students
- Continue to ensure that all staff members are active and visible during student passing

<b>9. SCHOOL FACILITIES</b>		
<b>Data Sources Reviewed – Check all that apply:</b>	<b>PASS Review</b> <b>District Assessment</b> <b>Registration Review</b> <b>Report</b> <b>Building Utilization Rate</b> <b>School Report Card</b>	<b>Custodial Records (i.e., work orders, etc.)</b> <b>Surveys/Questionnaires</b> <b>Other <u>Number of Complaints</u></b>

Data Analysis/Findings:

Throughout the 2010-2011SY the building use will remain at its maximum capacity as we continue to house grades Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade from a charter school. In addition, throughout the 2010-2011SY a Middle school comprised of 6<sup>th</sup> grade classes will be housed in the building. Overall, the building is in fair condition. The principal has a very good working relationship with the custodial engineer of the building. He regularly assesses the building in order to make improvements as needed and as requested. The buildings plumbing and lighting systems are two main priorities that need to be upgraded in the very near future.

Implications for the Educational Program:

As our building utilization increases through the addition of more classes, and through additional district inter-school partnerships, we will have to be strategically judicious with our existing available space. We will also keep in mind that as we add additional grades, we will also need to make available storage space as well as classroom space. Additionally, the school is in need of a new plumbing system and lighting upgrades throughout the building. Lastly, we are attempting to develop relationships with outside organizations that specialize in working with schools in order to enhance the schools facilities (i.e. NY Cares).



## SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> Goal 1 To increase the number of grade 3- 8 students proficiency on the 2010 New York State ELA Test in school year 2010 - 2011.	<input type="checkbox"/> Goal 1 To increase the number of grade 3- 8 students proficiency on the 2010 New York State ELA Test in school year 2010 - 2011.
<input type="checkbox"/> Goal 2 To increase the number of grade 3-8 students demonstrating proficiency on the 2010 New York State Math Test in school year 2010 - 2011.	<input type="checkbox"/> Goal 2 To increase the number of grade 3-8 students demonstrating proficiency on the 2010 New York State Math Test in school year 2010 - 2011.
<input type="checkbox"/> Goal 3 To provide on-going professional development for teachers in differentiated instruction.	<input type="checkbox"/> <input type="checkbox"/> Goal 3 To provide on-going professional development for teachers in differentiated instruction.
<input type="checkbox"/> Goal 4 To increase the number of teachers participating in Inquiry Teams in the school.	<input type="checkbox"/> <input type="checkbox"/> Goal 4 To increase the number of teachers participating in Inquiry Teams in the school.



## 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**

**English Language Arts**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal 1 To increase the number of grade 3- 8 students proficiency on the 2010 New York State ELA Test in school year 2010 - 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Grades 3 – 8</p> <p>In order to meet the above goal, we will implement the following:</p> <ul style="list-style-type: none"> <li>Continued provision of a literacy block that infuses guided reading, shared reading and independent reading activities to assist students as they improve their reading skills.</li> <li>Continued provision of professional development focusing on effective strategies and analyzing student data to group for instruction.</li> <li>Continued provision of intensive Academic Intervention Services to all students who are not meeting New York State Standards.</li> </ul> <p>Opportunities will be provided for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.</p> <p>By June 2011, 16% (10 out of 64) of Level 1 students in grades 3-8 will improve their performance two or more levels in ELA as measured by the 2011 NYS ELA Exam.</p> <p>By June 2011, 47% (65 out of 139) of Level 2 students in grades 3-8 will improve their performance one or more levels in ELA as measured by the 2011 NYS ELA Exam.</p> <p>Beginning 9/10 – 6/11 Students will take part in Periodic Assessments, which includes a predictive assessment as well as 2/3 Instructionally Targeted assessments. Students will also have monthly and weekly classroom assessments.</p> <p><b>Accountability :</b> ELA Teachers, Coach, AIS service provider, Inquiry Teams, AP and</p>

	Principal
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	Title I and Tax Levy Funds
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Student Literacy Portfolio Fountas and Pinnell Inventories Teacher data binders with charts that show benchmarks and monthly progress (benchmark assessments, Teacher Assessments).  Results of NYS ELA Exam ,Acuity Reports, On-going Assessments, class tests, Teacher observations, student samples, portfolios, monthly observations, and practice reviews.

**Subject Area**  
(where relevant) :

**Mathematics**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Goal 2 To increase the number of grade 3-8 students demonstrating proficiency on the 2010 New York State Math Test in school year 2010 - 2011.
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□  <b>Who:</b> Grades 3-8</p> <p><b>How:</b> In order to meet the above goal, we will implement the following:</p> <p style="padding-left: 40px;">Continued provision of a mathematics block that infuses the workshop model and independent study to assist students as they improve their mathematics skills.</p> <p style="padding-left: 40px;">Continued provision of professional development focusing on effective strategies and analyzing student data to group for instruction.</p> <p style="padding-left: 40px;">Continued provision of intensive Academic Intervention Services to all students who are not meeting New York State Standards.</p> <p style="padding-left: 40px;">Opportunities will be provided for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.</p> <p style="padding-left: 80px;">Provide Professional Development on differentiation of mathematics instruction.</p> <p><b>When:</b> By June 2011, 19% (10 out of 52) of Level 1 students in grades 3-8 will improve their performance two or more levels in Mathematics as measured by the 2011 New York State Math Exam.</p> <p style="padding-left: 40px;">By June 2011, 62% (84 out of 136) of Level 2 students in grades 3-8 will improve their performance one or more levels in Mathematics as measured by the 2011 New York State Math Exam.</p> <p style="padding-left: 40px;">Beginning 9/10 – 6/11 students will take part in Acuity assessments(inclusive of a predictive assessments and 2/3 Instructionally Targeted assessments. Students will participate in monthly and weekly classroom assessments.</p> <p><b>Accountability:</b> Math Teachers, AIS service providers, Inquiry Teams, AP's and Coach .</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title I and Tax Levy Funds</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ Evidence of weekly meeting          Use of teacher assessment notebooks to collect data.          Creating a student assessment binder for each selected student.          Interviewing and observing students in their classrooms.          Focus walkthroughs by academic leaders to assess implementation of strategies in the classroom.</p> <p>Creating case studies for selected inquiry based targeted students.          Acuity Reports, New York State Assessments and on-going assessments such as class tests</p>
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**Subject Area**  
 (where relevant) :

**Professional Development**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□ Goal 3 To provide on-going professional development for teachers in differentiated instruction.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□ <u>Who</u>: Teachers Pre-k through 8 <u>How</u>: ü Professional Development will be targeted to staff by administrators, coaches, and lead teachers on a regular planned schedule. ü Schedule common preps, lunch and learn, faculty conference and study groups. ü Data specialist will work with teachers to deepen awareness and understanding of data and how to use it to inform instruction. ü Support teachers in the use of technology to access data from periodic assessments. ü Collaborate with CFN support staff to enhance professional development offerings. ü Utilize CFN to provide additional support in interpreting data and using results to inform and improve instruction. <u>When</u>: By June 2011, we should achieve the following:ü 100 % of teachers will engage in professional development around differentiated instruction with a special focus on ELLs and students with IEPs. ü Beginning 9/10 - 6/11 we will conduct monthly professional development during scheduled common preps, lunch and learn, faculty conference and study groups. <u>Accountability</u>: Teachers, Data Specialist, Coach, AIS service providers, AP's, Principal.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Tax Levy and Title 1 Funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Agendas</li> <li>Data folders</li> <li>Teacher Lesson Plans/Unit Plans are evidently planned with differentiated strategies which consider students with IEPs and ELLs.</li> <li>Observations</li> <li>Maintain Log of informal and formal observations</li> <li>Teacher feedback surveys</li> <li>Student "interest" products</li> <li>Students will meet performance benchmarks on given assessments(rubrics, monthly assessments, etc)</li> </ul>

**Subject Area**  
 (where relevant) :

**Professional Development - Inquiry Teams**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal 4 To increase the number of teachers participating in Inquiry Teams in the school.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□  □ <u>Who</u>: Teachers Pre-k through 8</p> <p><u>How</u>: In order to meet the above goal, we will implement the following:</p> <ul style="list-style-type: none"> <li>Identify criteria for student selection</li> <li>Choose students from all grade levels that meet the criteria for selection.</li> <li>Meet on a weekly basis to discuss the data and student progress.</li> <li>Provide quality professional development and instructional support to all teachers.</li> <li>Provide additional professional development on the Acuity and ARIS data systems.</li> <li>Teachers will be given the opportunity to assess webinars sessions.</li> <li>Teaches will work with data specialist to deepen their understanding of the use of data.</li> <li>Teachers will collaborate with CFN staff to enhance professional development offerings.</li> <li>Teachers will implement instructional strategies in their classrooms for the purpose of improving comprehension skills. (differentiation of instruction)</li> </ul> <p>ü <u>When</u>:</p> <p>By June 2011, we should achieve the following:  90 % or more of our teachers will engage in inquiry work.  Beginning 9/10 – 6/11 we will conduct weekly collaborative inquiry during scheduled common preps, and extended day sessions.</p> <p><u>Accountability</u>: Teachers, Data Specialist, Coach, AIS service providers, AP’s and Principal.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title I and Tax Levy Funds</p>

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

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

□

Evidence of weekly meeting agendas

Use of teacher assessment notebooks to collect data

Creating a student assessment binder for each selected student.

Interviewing and observing students in their classroom.

Focus walkthroughs by academic leaders to assess implementation of strategies in the classrooms.

Creating case studies for selected students.

Students will meet performance benchmarks on given assessments (rubrics, monthly assessments, etc)

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	7	5	N/A	N/A		2		
1	10	10	N/A	N/A		1		
2	12	6	N/A	N/A		1		3
3	15	12	N/A	N/A				7
4	42	39			5			7
5	25	25			3			2
6	25	13			11			4
7	28	9	10	10	8			
8	28	48	15	14				1
9								
10								
11								
12								

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

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

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> Academic Intervention program include: Voyager Passport (K-2) – Small group instruction during school day; The Academic Intervention Services program (AIS) provides remediation to students on a small-group and individualized basis. Selection of instructional techniques depends upon student capabilities, learning styles, interests, etc. (grades 3-8) - The remedial program provides reinforcement experiences using high-interest materials, which parallel the regular academic instructional program during the school day.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Math Academic Intervention Services span the spectrum of instruction, from basic arithmetic skills and facts to higher-level comprehension including application of mathematical concepts. Remediation is provided in the regular math class and small group instruction</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Science Academic Intervention includes instructional strategies that link experiences in the classroom to the broader world and beyond. Use of instructional strategies that adapt learning activities to consistently connect science with other subjects. This is provided in small group instruction and during the school day.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> Social Studies Academic Intervention includes instructional strategies that will allow students additional time and practice in their individual areas of weakness. Instructional strategies that includes inquiry based units of study to help students master grade level social studies objectives. This is provided in small group instruction during the school day.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> ERRSA program is an eight week duration for 30 minutes in a group or instructional setting sessions. It is used to address students' social / emotional needs. The services are provided during the school day.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> At risk counseling with students before recommendation and referral involving observations of students who will possibly need at risk counseling. Update testing to see if student's academics have improved. The service is provided during the school day as needed.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><input type="checkbox"/> Child signs a contract with the changes he/she wants to make, and social worker follows up with the teacher and child once a week. Conduct sheet for teacher to sign.</p>

**At-risk Health-related Services:**

Services provided as needed

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

**N/A**

**Number of Students to be Served:**

**LEP N/A**

**Non-LEP N/A**

**Number of Teachers N/A**

**Other Staff (Specify) N/A**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

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

N/A

**Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

N/A

**Section III. Title III Budget**

—

**School: N/A**

**BEDS Code: 332300010323**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	N/A	<input type="checkbox"/> N/A
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

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

## **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.

□  
Our objective, when conducting assessments, is to find out how many families are in need of translation services. We initiated this by first conducting a Home Language Survey for families. The survey was created to inquire as to the number of materials parents typically read and in what languages. We also scanned our data file for families who HLIS indicated that more than one language was spoken in the home. Based on the responses we received and other numerical data (regarding population and percentages), we assessed that we have a small Spanish speaking population in need of written translation (with the exception of one Bangladesh family) This written translation was mostly in the form of school notices and teacher notations in regards to homework.

Our objective, when conducting our assessment, was to find out how many families need oral translators. Again, we contacted the families who responded to our survey and who had previously indicated having a bilingual household. Our parent coordinator has also been a bridge between the concerns of our parents and our institution as a responsive unit. We have assessed that our only need is a need for translators during important meetings and conferences between parents, guidance counselors, evaluators, and teachers.

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.

□  
Most of the parents preferred school notices and notes home from teachers or the office in their native language. To accommodate families we have used all available bilingual personnel for the use of written translations of all office documents. We have also trained staff in regards to both recognizing and responding to the needs of bilingual families in the classroom. Sensitivity training and materials have been present to staff in regards to the methods and means in which they may have materials translated as needed. We are constantly assessing ourselves and well as are changing population to ensure that our approach is successful.

In response to the request for oral translations during meetings and conferences with counselors, evaluators, and teachers we have responded amicably. Licensed supportive staff, as well as, community volunteers has dedicated their time in an effort to accommodate the specific schedules of families. Professional development meetings (other than the mandatory ones) have served as a platform to voice and address growing concerns of the community regarding oral translation. Meetings, whether during school, after school, or on Saturdays have been conducted to further the dialogue between bilingual families and staff. Should such a situation arise, where a more experienced guidance is needed on a bilingual compliance issue, we feel confident that we can depend on our CFN bilingual liaisons will be able to guide us.

## **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.

Most of the parents preferred school notices and notes home from teachers or the office in their native language. To accommodate families we will use all available bilingual personnel for the use of written translations of all office documents. We will also train staff in regards to recognizing and responding to the needs of bilingual families in the classroom. Sensitivity training and materials will be present for staff in regards to the methods and means in which they may have materials translated as needed. We will constantly assess ourselves as well as the changing population to ensure that our approach is successful.

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.

In response to the request for oral translations during meetings and conferences with counselors, evaluators, and teachers, we will ensure that our oral translation services for parents will be provided when needed. Licensed supportive staff, as well as community volunteers, has dedicated their time in an effort to accommodate the specific schedules of families. We will continue this trend in 2010-2011. Professional development meetings (other than the mandatory ones) have served as a platform to voice and address growing concerns of the community regarding oral translation.

Meetings, whether during school, after school, or on Saturdays will be conducted to further the dialogue between bilingual families and staff. Should

such a situation arise, where more experienced guidance is needed on a bilingual compliance issue, we will contact our CFN bilingual liaisons to guide us.

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

□

The Parents Bill of Rights is provided online. The interpretation notice signs are provided as needed by the parent coordinator or the ESL teacher. Safety plan procedures are provided orally within the classroom setting and written in the school manual.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$477,564	\$134,876	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5482.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,878.20	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$47,756.40	*	

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 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

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

□

**THE SCHOOL WILL CONTINUE TO IMPLEMENT THE POSITION OF A FULL-TIME PARENT COORDINATOR WHOSE SOLE RESPONSIBILITY WILL BE TO PROMOTE PARENT ENGAGEMENT AND ADDRESS PARENTS' QUESTIONS AND CONCERNS.**

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development in collaboration with the Beacon Program (Basic education, GED and ESL classes, computer classes, etc.)
- Learning Leaders* Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continually improving problem solving strategies, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

Our trained Parent Coordinator will continue to provide parents with an on-site ombudsman who was selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency, knowledge of constituency concerns, etc.) The Parent Coordinator provides workshops and parental outreach on a consistent, ongoing basis, as well as supporting the needs of the school's parents at district-wide parent forums and training sessions.

Also:

- Ongoing workshops will be provided to enhance parent leaders' ability to develop socialization and operational skills necessary to effectively run a parent organization.
- Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums
- Outreach and recruit programs/services for children and youth (tutorial, self-esteem, health, emotional support, mentoring, athletic skills, fine and performing arts, academic performance)

- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members
- Strategies will include specific outreach approaches to ELL, special education, foster and adoptive and male caretaking parents

## I. General Expectations

P.S./I.S. 323 agrees to implement the following statutory requirements:

- The school will provide training/development for parent leaders in help with creating the school's CEP.
- By June 2011, PS/IS 323 will demonstrate a substantial increase in parental involvement.
- P.S./I.S. 323CFN will develop a parent policy that (a) defines parent involvement and (b) outlines strategies to increase parental involvement at the local school level. Strategies will include specific outreach approaches to ELL, special education, foster and adoptive and male caretaking parents. The academic, social and emotional experience of students will be enhanced as a result of the school's increased parent participation.

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

1. P.S./I.S. 323 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns.
  - Training for parents and community members will included:
    - Support for parents' understanding of, and participation in instruction initiatives.
    - Parent literacy development/basic education
    - Learning Leaders Parent volunteer program
    - Support for increased parent participation on the School Leadership Team and subcommittees
    - Family support resources in the community in the areas of career development, health, social services, etc.

2. P.S./I.S.323 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Conduct workshops to increase parents understanding of standards, assessments, and the reading and math curriculums.

Outreach and recruit programs/services for children and youth (tutorial, self-esteem, health, emotional support, mentoring, athletic skills, fine and performing arts, academic performance

Create and stock a lending library with parenting and intervention materials, learning aids, and other resources of interest to parents

3. P.S./I.S. 323 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Clubs that focus on academic areas and the arts.

Pull-out programs

Guest speakers

Whole class experiences

Class trips to cultural institutions, institutions of higher learning, cultural or historic events

Internet explorations

Project-based opportunities

Intervisitations to other schools, classes

P.S./I.S.323 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

P.S./I.S. 323 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

4. P.S./I.S.323 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
- ii. the State's student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

### III. Discretionary School Parental Involvement Policy Components

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

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

#### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A program. This policy was adopted by the P.S./I.S.323 on June, 9, 2006 and will be in effect for the period of 9/10-6/30/11. The school will distribute this policy to all parents of participating Title I, Part A children on or before 10/06/10.

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

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

□

P.S./I.S. 323 , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

#### Required School-Parent Compact Provisions

#### School Responsibilities

P.S./I.S.323 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.

- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not required)

**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

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

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

See Section IV of CEP (Needs Assessment) for information.

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.

3. Instruction by highly qualified staff.

Wherever possible, all recruited teachers will be appropriately certified. Where they are not, we are monitoring their progress through Principal

counseling, administrator support and Teacher Center technical assistance.

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.

□

Through the use of needs assessment the professional development committee will create appropriate professional development programs to improve teacher's skills.

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

□

Principals in collaboration with the CFN network leaders and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

Principals in collaboration with the CFN network leaders and Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relations with Colleges and Universities.

In addition our Regional Instruction Learning Division in collaboration with the Regional Teacher Center Literacy Leaders offers teachers a critical component to obtain 12 credits towards their master's degree.

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

□

Principals in collaboration with the CFN network leaders and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

Principals in collaboration with the CFN network leaders and Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relations with Colleges and Universities.

In addition our Regional Instruction Learning Division in collaboration with the Regional Teacher Center Literacy Leaders offers teachers a critical component to obtain 12 credits towards their master's degree.

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.

□

**Schedule a visit or a series of visits to the new school for the children**

Provide pre-kindergarten children with a summer package that includes transition activities

Encourage children to ask questions about kindergarten

Organize a Pre-Kindergarten Day for parents and children who will be

attending Kindergarten in the public school the following year

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

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.

Academic Intervention Services that support small group instruction, focuses on student interest and addresses student learning styles. At-risk intervention services by school based psychologist and guidance counselors that focuses on students social, emotional and behavioral needs.

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

**The following funding sources will be consolidated as part of the school's SWP program: Title I, PCEN, Tax Levy, Title IIA (Early Grade Class Size Reduction, Professional Development), Title IV (Drug Prevention), and IDEA (Individuals with Disabilities Education Act)**

The funding will be coordinated to allow us to supplement the school's SWP focus on instruction and academic achievement and intervention

service which has been described on pages 53 -59. This will enable the school to support all students with services in grades PreK-8.

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

**Explanation/Background:**

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I,	Federal	Yes			\$477,564	True	Pages 35,36,37&38

Part A (Basic)							
Title I, Part A (ARRA)	Federal	Yes			\$134,876	True	
Title II	Federal	Yes			\$107,663	True	

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<sup>1</sup>**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.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

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

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
17
2. Please describe the services you are planning to provide to the STH population.  We provide the same services that all our students are provided, trying not to highlight their situation. These services include transportation(metro card), afterschool program, enrichment classes, access to guidance counseling, clothes drive, toy drive and coat drive.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
N/A

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

N/A

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

N/A



## **CEP RELATED ATTACHMENTS**

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

File Name - 28\_23K323\_020411-131454.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>309</b>	District <b>23</b>	School Number <b>323</b>	School Name <b>P.S./I.S. 323</b>
Principal <b>Linda L. Harris</b>	Assistant Principal <b>Mrs. Lawrence-Bennett</b>		
Coach <b>Keith Bailey</b>	Coach <b>type here</b>		
Teacher/Subject Area <b>Shari Brathwaite/ESL</b>	Guidance Counselor <b>Andre Lamy</b>		
Teacher/Subject Area <b>Mr. Edwards/ELA</b>	Parent <b>type here</b>		
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Jean-Louis</b>		
Related Service Provider <b>Ms. Mohammad/Speech</b>	Other <b>type here</b>		
Network Leader <b>Pat Tubridy</b>	Other <b>type here</b>		

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

#### C. School Demographics

Total Number of Students in School	<b>538</b>	Total Number of ELLs	<b>15</b>	ELLs as Share of Total Student Population (%)	<b>2.79%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

P.S./I.S. 323 is a Title I school located in the Brownsville section of Brooklyn. The school is an elementary school and middle school serving approximately 475 students in grades pre-k through 8. There is a small number of grade 6 and 7 students that are part of the Special Education program at the school. The school participates in the Universal free-lunch program, as over ninety percent of the students are eligible.

Currently, a total of 15 students or 2.79% receive ESL services. There are no bi-lingual classes. The data for school shows that the ethnic composition of the student population is % black, % hispanic, % others.

There are 15 students in the ESL program. The program is designed as a pull-out model. The ESL teacher working closely with the classroom teacher serves students in a separate class. There are ELLs in several grades at all levels. Beginning, Intermediate and Advanced. The students ethnic background is Dominican, Puerto Rican, Haitian and West African. The majority home language of the students is Spanish but there are also speakers of French and Haitian Creole. Over the past year there seems to be a rise of newcomers. Students travel to another classroom to receive ESL instruction which is provided by one ESL teacher. 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 is 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 16 ELLs presently on register at P.S./I.S. 323. The ELLs are spread across grades K through 8 with the majority in the middle school. Most of the ELLs speak Spanish as their first language. However, there are speakers of French and Haitian Creole. The breakdown of ELLs across the grades is as follows:

Grade	K	1	2	3	4	5	6	7	8
Number of ELLs	1	0	0	0	0	1	4	5	4

#### ELL Identification Process & Parent Choice

Student that are in the ESL program were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey) including an informal oral interview in English and the native language. The pedagogue responsible for administering the HLIS is the ESL Teacher, Ms. Brathwaite. The pedagogue responsible for the translation service is the Spanish Teacher, Ms. McKenzie. Potential ELLs are tested with the LAB-R are entitled to services within 10 school days. Native Spanish speakers are given the Spanish LAB-R. The Spanish LAB-R is also administered within 10 school days. Bilingual pedagogue assist

the ESL teacher in administering the Spanish LAB-R. When entitlement is verified parents/guardians of newly enrolled ELLs are informed and encouraged to participate in an orientation. At the orientation, information is given on the programs available, state standards, assessments and expectation for their childre. Parents/guardians choose the program that will best meet their children's needs. Students are placed in the program selected by the parent/guardian. To determine continuing entitlement to ESL services, the NYSESLAT test is administered annually to all ELLs. If the students score below the state designated proficiency level, they remain the ESL program. ESL instruction is provided based on the student proficiency level as required by NYSED-CR Part 154 regulations. Entitlement letters are distributed to students and parents to ensure that families are aware that the student receives services.

#### Trend in Parent Choice Letters

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 an orientation. The orientation ensures that Parent Survey and Program Selection forms are returned. At the orientation, information is given on the programs available, state standards, assessments and expectations for their children. Parent also watch a video regarding various programs offered in the NYC public school system in their native language. If the parent has additional concerns, translational services are provided by a bilingual pedagogue. Students are placed in the program selected by the parent/guardian. Placing students in bilingual or ESL instructional program depends upon the parent choice.

Parent Survey and Program Selection forms are stored in a locked cabinet in the ESL Teacher's room. A review of the Parent Survey and Program Selection forms for the past two years indicates that parents chose the ESL program. The ESL program is aligned with the parents' requests. Program models offered at P.S./I.S. 323 are aligned with parent requests. Thus far, the trend shows a perference for ESL. However, if a bilingual program is chosen, the ESL teacher keeps record of that. Whereupon the number of bilingual programs rises and there is a need for a bilingual program, the school must open one.

#### ELL Programs

Students that are in the ESL program at P.S./I.S. 323 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 received ESL services.

Students that score below the state designated level of proficiency on the LAB-R are entitled to services. P.S./I.S. 323 has a small number of ELLs spread out over several grades. 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.

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

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

#### Home Language Breakdown and ELL Programs

There are 14 students who speak Spanish. 1 student speaks French. 1 student speaks Haitian Creole.

Language Groups Represented at P.S./I.S. 323

Grade	Spanish	French	Haitian Creole
K	1	0	0
5	0	1	0
6	4	0	0
7	4	0	1
8	4	0	0

# Part III: ELL Demographics

## A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>														0
<b>Push-In</b>	4	0	0	0	0	8	8	8	8	0	0	0	0	36
<b>Total</b>	4	0	0	0	0	8	8	8	8	0	0	0	0	36

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	<input type="checkbox"/> 9	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/>	15
<b>Total</b>	<input type="checkbox"/> 9	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/>	15

Number of ELLs in a TBE program who are in alternate placement: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0
<b>TOTAL</b>	<b>0</b>													

**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 L	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	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	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	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	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other 0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	0	0	0	0	4	4	4	0	0	0	0	13
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	0	1	0	0	0	0	0	1
French	0	0	0	0	0	1	0	0	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
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

## 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

P.S./I.S. 323 has a free standing, pull-out heterogeneous ESL program that provides in the students' native language by pairing students of the same language group. In addition, the ESL service provider has some fluency in Spanish. She facilitates students 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 ESL classes.

Staff ensures that all students receive the mandated minutes of ELA instruction per week. In addition, student additional instruction provided for academic tutoring through the daily extended 37 1/2 minutes program.

Cooperative learning strategies are utilized in addition to scaffolding, graphic organizer, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn reading, making connections, buddy reading, choral reading, the use of 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 the 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 needs as measure by writing samples and general assessments throughout the year. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improving academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

P.S./I.S. 323 offers a freestanding ESL program which uses the pull-out model. The program is available for ELLs in all grades and at all levels: Beginning, Intermediate and Advanced. Students travel to another classroom to receive ESL instruction which is provided by a certified teacher. The 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.

#### Plan for SIFE students:

Currently there are no SIFE students. However, when there are SIFE students they 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, ESL teachers post a copy of their program schedule where it is easily visible by the 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:

Based on the result 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 forms. Students' seating arrangement 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 Program at P.S./I.S. 323 focuses on the following for all ELLs:

- \* academic rigor
- \*the use of ESL methodologies during struction
- \*alignment of all instuction with the NYS/NYC standards
- \*the recruitment and retention of high quality teachers at English Language Learners

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

Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provide through a academic tutoring 37 1/2 minutes program.

Plan for ELL Special Needs Students:

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.

Intervention Programs for ELLs

Academic tutoring is provided to students during the extended day plan. All newcomers participate in the extended day 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 assessment will determine when the student is ready to finally exit the program.

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

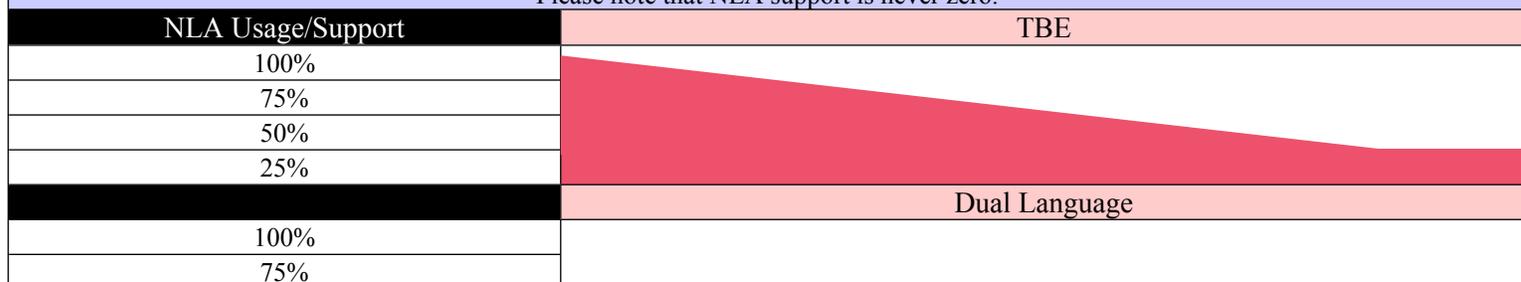
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### 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 Program for ELLs

Academic tutoring is provided to students during the extended day program. ELLs are offered academic tutoring in ELA, math, social studies, and science in small groups after school.

#### 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. Observations 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 students' 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.

Equal access to all programs

ELL students are provided with the opportunity to participate in all after school programs and are scheduled for academic tutoring.

After School Programs for ELLs

ELLs are afforded the same eligibility to participate in after programs as other students. The after school program is conducted on Mondays, Tuesdays and Wednesdays through the school's 37 1/2 minute extended day program.

Instructional materials including technology/instructional materials in Content Areas

P.S./I.S. 323 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 online sites developed for the support of ESL students are also used to bolster student ability and use of technology.

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 and French.

Support Services

All ESL students have the support of their teachers, administration, the parent coordinator, the guidance counselor and all staff members. The guidance counselor 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 their native language to ensure effective communication and parent involvement.

### 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

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. The staff were all offered professional development including assistant principals, common branch teachers, subject area teachers, paraprofessionals, guidance counselors, special education teachers, speech therapists and the parent coordinator.

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, material, 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, 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:

\* 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 teacher 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.

\* 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 use, 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 Misunderstanding. 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

A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. Teachers presently working at P.s./I.S. 323 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.

The parent coordinator and the ESL teacher work closely together to ensure that parents feel part of the school community. Regular parent workshops are offered throughout the year. Specifically ESL related workshops are offered to parents. The topics vary from adult education, analyzing report cards, communicating with teachers, and high school seminars. Translation services are provided by the parent coordinator in the form of oral and written communication. In order to evaluate the needs of parents, the ESL teacher provides a questionnaire during parent orientation.

## 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)	0	0	0	0	0	1	3	1	2	0	0	0	0	7
Intermediate(I)	0	0	0	0	0	0	1	2	2	0	0	0	0	5
Advanced (A)	1	0	0	0	0	0	0	2	0	0	0	0	0	3
Total	1	0	0	0	0	1	4	5	4	0	0	0	0	15

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	1	0	0	0	0	0	1
7	7	0	1	0	1	0	0	0	9
8	1	1	0	0	0	0	0	0	2
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

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, hand-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 2010-2011, P.S./I.S. 323 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. P.S./I.S. 323 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.

#### 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. During ESL instruction, ELLs in the upper grades are exposed to mathematical language and functions in ESL methodologies.

#### Science/Social Studies

P.S./I.S. 323 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.

#### 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. Therefore the ELL program at P.S./I.S. 323 has moderate success. ELLs feel that they are part of a community thanks to their teachers, parent coordinator, guidance counselor, assistant principals and principal. However, at P.S./I.S. 323 we have not achieved all of our goals as yet. Currently we are working to eliminate the amount of long term ELLs that we have by implementing literacy programs such as Achieve 3000.

### **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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S./I.S. 323					
<b>District:</b>	23	<b>DBN:</b>	23K323	<b>School</b>		332300010323

**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				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	31	34	34		91.2	91.0	91.8
Kindergarten	48	44	37				
Grade 1	60	44	39	<b>Student Stability - % of Enrollment:</b>			
Grade 2	44	62	52	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	40	46	79		92.5	93.8	92.4
Grade 4	29	37	59				
Grade 5	31	29	36	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	63	68	57	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	131	72	62		89.8	85.9	85.9
Grade 8	105	136	75				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	52	27
Grade 12	0	0	0				
Ungraded	6	11	8	<b>Recent Immigrants - Total Number:</b>			
Total	588	583	538	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	3	3

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	69	64	54	Principal Suspensions	0	13	3
# in Collaborative Team Teaching (CTT) Classes	8	11	10	Superintendent Suspensions	4	8	9
Number all others	36	37	35				

*These students are included in the enrollment information above.*

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<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

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	13	16	TBD
# ELLs with IEPs	2	4	TBD

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	6

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	23	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.2	69.8	82.2
				% more than 5 years teaching anywhere	73.2	72.1	77.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	84.0	84.4
American Indian or Alaska Native	0.2	0.5	0.6	% core classes taught by "highly qualified" teachers	80.4	87.3	84.9
Black or African American	84.0	82.2	84.4				
Hispanic or Latino	15.3	15.3	13.9				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.2				
White	0.5	1.4	0.9				
<b>Male</b>	49.8	52.0	51.3				
<b>Female</b>	50.2	48.0	48.7				

**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**

<b>SURR School (Yes/No)</b>		If yes,					
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**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
<b>All Students</b>	v	v	v	-	-	-	
<b>Ethnicity</b>							

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	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v		-	-	-	
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	46	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)