



**THE MARY MCLEOD BETHUNE
MIDDLE SCHOOL 394**

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

SCHOOL: 17/K/394

ADDRESS: 188 ROCHESTER AVENUE, BROOKLYN, NY, 11213

TELEPHONE: (718) 756-3164

FAX: (718) 756-3177

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K394 **SCHOOL NAME:** Middle School 394

SCHOOL ADDRESS: 188 ROCHESTER AVENUE, BROOKLYN, NY 11213

SCHOOL TELEPHONE: 718-756-3164 **FAX:** 718-756-3177

SCHOOL CONTACT PERSON: Claudette Murray **EMAIL ADDRESS:** cmurray@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: SOPHINE WATSON

PRINCIPAL: CLAUDETTE MURRAY

UFT CHAPTER LEADER: ANDREW MOORE

PARENTS' ASSOCIATION PRESIDENT: SONIA BARROW

STUDENT REPRESENTATIVE:
(Required for high schools) None

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** CFN 304

NETWORK LEADER: LUCILE LEWIS

SUPERINTENDENT: RHONDA HURDLE-TAYLOR

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Claudette Murray	*Principal or Designee	
Andrew Moore	*UFT Chapter Chairperson or Designee	
Sonia Barrow	*PA/PTA President or Designated Co-President	
Alfreda Buchanan	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
None	DC 37 Representative, if applicable	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None	CBO Representative, if applicable	
Sophine Watson	Member/Teacher	
Ervin Nembhard	Member/Teacher	
Yvonne Brathwaite	Member/Teacher	
Ricardo Derenoncourt	Member/Parent	
	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

VISION STATEMENT:

Our vision is a school community of caring contributing citizens, with a passion for learning and a zest for solving problems. With no boundaries on our horizon, we will work together to create a better society filled with responsible, accountable, active members, who will have long term goals, high self esteem, respect for themselves and others, fully developed decision-making skills and the ability to communicate effectively.

MISSION STATEMENT:

- Middle School 394 will create an environment that recognizes, celebrates and respects the cultural diversity of this community. Through standards-driven instruction, our youngsters will be:
 - empowered with learning experiences that will maximize their academic achievement and enhance their self-esteem
 - taught to become proficient, critical and informed life-long learners
 - prepared to live and compete in our changing technological world

The Mary McLeod Bethune Middle School 394 is located at 188 Rochester Avenue, Brooklyn, New York 11213, in the Crown Heights section of Brooklyn. This facility opened in 1924 under the name John Marshall Junior High School - I.S. 210, and was renamed in 1990. After being closed for two years for renovation, this five-story walk up, middle school structure was reopened in September, 1998, as a middle school with an Early Childhood component accommodating one hundred (100) youngsters born in 1994 in a Universal Pre-Kindergarten program and one-hundred-and-forty-two (142) Grade 6 youngsters in the middle school. Each year we added a new grade and the school now comprises of Grade Pre K – 8 with a total population of 697 students.

A building principal and two assistant principals supervise the entire school supported by a staff of fifty-three (53) teachers inclusive of one (1) SETTS, one (1) full time and one (1) part time Speech, three (3) Title 1 Reading Teachers, one (1) Title 1 Math Teacher, a Math Coach, and one (1) full-time ESL teacher, all fully licensed and permanently assigned to this school. Their teaching experiences range from one (1) year to fourteen (14) years. There are two full-time guidance counselors, two members of the School Based Support Team (who are each assigned to the school twice a week), eight (8) crisis paraprofessionals, one (1) part time social worker for pre-k, one (1) part time family worker for pre-k, 4 school aides, two School Safety Agents, a district guard, a custodian with three full-time and two part-time cleaners, two secretaries, five food service workers, a Department of Health school nurse, and a Parent Coordinator all provide valuable support services for our students.

According to the most recent Annual School Report reveals the following: 0.3% White; 88.3% Black; 7.3% Hispanic; and 1.9% Asian and others. These statistics represent 45.0% male and 55.0% female students, with 1.0% of our students being recent immigrants, and an attendance rate of 93.7%. At this time, 91.1% of our students are eligible for free lunch, and the suspension rate is 1.0%. The student population is heterogeneously grouped, and classes are organized into teaching teams each of which has a common preparation period designated for team meetings.

We monitor and assess student learning, based on data from our Progress Report, Periodic, sample NYS and teacher-made assessments, and identify correlations between learning and achievement, evidenced by the results as shown below:

- Our PR calculated score 2010 for Learning environment is 8.9 out of 15.
- Student performance is 7.4 out of 25
- Student progress is 18.5 out of 60
- We received an additional of 2.0 for progress made by our special education students
- 46.3% of all students are at Proficiency Level in NYS Math
- 39.1% of all students are at Proficiency Level in NYS English Language Arts
- Our overall score on our Progress Report is 36.8 out of 100.
- Grade C on the Progress Report Card - 2010
- Well Developed on the Quality Review Report - 2008
- We met AYP Targets in English Language Arts, Mathematics, and Science
- Our Performance Index is 176 in Mathematics, 161 in ELA, and 157 in Science
- Our overall NCLB/Differentiated Accountability Status is 'In Good Standing' phase

We work together with the math coach and reading teachers to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and on assessing teachers' needs for professional development. We are working towards improving the academic performance of our Students with Disabilities and our English Language Learners.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of students lacking basic skills in both reading and mathematics; increasing opportunities for inclusion of special education students into the general education program; providing intensive professional development for teachers to meet the needs of the special needs population; and implementation of effective strategies for meeting the needs of the growing ELL population. Thus our CEP for 2010-2011 will reflect a concerted effort and specific plans to address the low academic achievement of all students, with an emphasis on focused interventions for our special education and ELL students, and on intervention strategies for our students in Grades 2 - 8.

The current instructional initiatives are a Balanced Approach to Literacy and Mathematics. We will continue to follow the Core Curriculum in all four major subject areas and integrate technology into all subject areas through the use of two computer labs. Professional development in Common Core NYS Standards and technology will be offered to all teachers on an ongoing basis.

During 2010-2011, the Academic Intervention Services will be performed during the 37.5-minutes extended instructional time mandated by the collective bargaining agreement coupled with a 30-minute homeroom session provided through the discontinuance of the morning homeroom session for students, Grades 2 – 8 for three days a week. The AIS service provided by the Title 1 teachers will continue as per their individual program schedule.

On a continuous basis, we will utilize a data-driven approach, both formal and informal, to improve student performance through the use of Item Analysis, indicators from *nySTART*, Acuity, ARIS and Scantron EdPerformance, portfolio assessment and teacher-made tests to identify and address student weaknesses and target areas for growth. One day a week during the 37.5 minutes extended instructional time mandated by collective bargaining agreement, teachers will work on data. A data bulletin board and an Inquiry board will be displayed.

There will be continuing efforts to strengthen home-school relationships and increase parent and community involvement through careful planning by the Parent Coordinator, CBOs, and members of the administration.

Our school budget for 2010-2011 is still a work in progress, but we expect the funding sources as they are restored, of all Federal, State, and Local Programs will support our educational program for the benefit of all students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	M.S. K394								
District:	17	DBN:	17K394	School BEDS Code:	331700010394				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	50	54	54		93.5	94.4	93.7		
Kindergarten	66	63	64						
Grade 1	86	82	61	Student Stability - % of Enrollment:					
Grade 2	72	74	77	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	63	81	69		96.0	94.5	97.0		
Grade 4	68	63	74						
Grade 5	39	66	58	Poverty Rate - % of Enrollment:					
Grade 6	73	74	88	<i>(As of October 31)</i>	2008-09	2009-10	2010-11		
Grade 7	82	74	73		90.2	87.8	91.1		
Grade 8	105	82	74	Students in Temporary Housing - Total Number:					
Grade 9	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 10	0	0	0		3	22	25		
Grade 11	0	0	0						
Grade 12	0	0	0	Recent Immigrants - Total Number:					
Ungraded	1	2	2	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	705	715	694		1	3	1		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	26	25	24	Principal Suspensions	0	0	0		
# in Collaborative Team Teaching (CTT) Classes	20	30	34	Superintendent Suspensions	4	4	6		
Number all others	14	17	24						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	Number of Teachers	60	57	54		
# in Transitional Bilingual Classes	0	0	TBD						
# in Dual Lang. Programs	0	0	TBD						
# receiving ESL services only	25	26	TBD						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	6	TBD	Number of Administrators and Other Professionals	17	19	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	1	12
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	1	5	% fully licensed & permanently assigned to this school	100.0	100.0	98.1
				% more than 2 years teaching in this school	73.3	87.7	94.4
				% more than 5 years teaching anywhere	55.0	61.4	77.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)	92.0	93.0	96.3
American Indian or Alaska Native	0.4	0.6	0.3		97.2	100.0	95.6
Black or African American	92.3	90.2	88.3				
Hispanic or Latino	6.4	6.7	7.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	1.0	0.7				
White	0.1	0.7	0.3				
Male	48.0	48.7	45.0				
Female	54.0	53.3	55.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
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	√	√					
Student groups making AYP in each subject	3	3	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	C			Overall Evaluation:	NR		
Overall Score:	38.8			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.9			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	7.4			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	18.5						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	2						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = 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							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Data Sources Reviewed:

- > NYS ELA Assessment Results
- > Item Skills Analysis
- > Progress Reports
- > nySTART
- > ATS Data
- > Student Portfolios
- > Classroom Performance/Teacher Observations

STUDENT PERFORMANCE TRENDS

2009 – 2010 ECLAS – 2 ASSESSMENT DATA ANALYSIS

Strands		Kindergarten	1st Grade	2nd Grade	3rd Grade
Phonemic Awareness	Rhyme Recognition	89%	N/A	N/A	N/A
	Rhyme Generation	82.3%	N/A	N/A	N/A
	Syllable Clapping	83.6%	N/A	N/A	N/A
	Initial Consonants	88.3%	N/A	N/A	N/A
	Final Consonants	87.9%	N/A	N/A	N/A
	Blending	65%	N/A	N/A	N/A
	Segmenting	68.2%	N/A	N/A	N/A
Phonics	Alphabet Recognition	70%	N/A	N/A	N/A
	Alphabet Writing	87%	N/A	N/A	N/A
	Spelling	82.1%	77.8%	88.3%	70.1%
	Decoding	69.7%	78.6%	90.5%	N/A
Reading and Oral Expression	Vocabulary	N/A	80.2%	90.6%	73.9%
	Sight Words	80.2%	80.8%	88.8%	96.6%
	Concepts of Print	83.1%	N/A	N/A	N/A
	Emergent Reading	82.3%	N/A	N/A	N/A
	Reading Accuracy	N/A	98.0%	100.0%	98.3%
	Reading Comprehension	N/A	86.0%	95.8%	92%
	Oral Expression	76.9%	95%	98.3%	91.2%

	Reading Rate	N/A	79.8%	92.0%	80.3%
	Reading Expression	N/A	90.2%	94.4%	84.1%
Listening & Writing	Listening Comprehension	73.3%	72.5%	92.5%	78.1%
	Writing Expression	N/A	74.3%	88.9%	63.7%
	Writing Development	100.0%	94.0%	90.7%	68.3%

Summary of Data Analysis/Findings – ECLAS - 2:

An analysis of the ECLAS – 2 results over the two year period from 2009 -2010 indicates the following:

Kindergarten

65% of the students met the Level 2 end of year benchmark in Blending
68.2% of the students met the Level 2 end of year benchmark in Segmenting
69.7% of the students met the Level 2 end of year benchmark in Decoding

First Grade

72.5% of the students met the Level 4 end of year benchmark in Listening Comprehension
78.6% of the students met the Level 4 end of year benchmark in Decoding

Second Grade

88.3% of the students met the Level 6 end of year benchmark in Spelling
90.5% of the students met the Level 6 end of year benchmark in Decoding

Third Grade

63.7 % of the students met the Level 8 end of year benchmark in Writing Expression
70.1% of the students met the Level 8 end of year benchmark in Spelling
68.3% of the students met the Level 8 end of year benchmark in Writing Development

Implications for the Instructional Program:

- Identify weak areas of students through the ECLAS – 2, DIBELS, EPAL – 2 and teacher made assessments
- Use DIBELS and other assessments monthly, to monitor progress and the need for further instruction
- Ensure that teachers are providing focused instruction in areas of need during EIS/AIS
- Use Month by Month Phonics and Foundations to reinforce and develop decoding skills
- Provide daily independent reading time through the 100 Book Challenge Program to strengthen phonemic awareness, phonics and comprehension skills.
- Continue to use daily/weekly dictations and 30-minute word work to reinforce spelling and decoding skills
- Continue to provide the 120 minute Literacy block
- Use the word wall to reinforce vocabulary, phonics and writing skills
- Use manipulatives and phonics games for reading to develop and build phonics skills
- Differentiate instruction through guided reading groups and other small group instruction.
- Continue to build vocabulary and Listening Comprehension skills through the use of the Making Meaning program during Read Aloud
- Increase practice in Response to Literature
- Continue to do daily independent writing activities

- Continue conferencing with students during the Writing and Reading Activities
- Enlist the help of parents in the use of the sight word list to build students ability to recognize words
- Use of the Leap Frog Program to develop and reinforce reading skills
- Increase activities in Blending and Segmenting to strengthen the students' ability in these areas
- Emphasize and develop comprehension skills and strategies through Read Aloud, Guided reading, shared reading and independent reading activities

2008 – 2010 ENGLISH LANGUAGE ARTS (ELA) ASSESSMENT DATA ANALYSIS

Grade 3 - All Tested Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	75	663.2	12	16.0	23	30.7	32	42.7	8	10.7	40	53.3
2009	59	671.3	1	1.7	10	16.9	43	72.9	5	8.5	48	81.4
2008	63	661.5	3	4.6	13	20.0	47	72.3	2	3.1	49	75.4

Grade 3 - General Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	64	665.5	8	12.5	18	28.1	30	46.9	8	12.5	38	59.4
2009	49	678.4	0	0.0	4	8.2	40	81.6	5	10.2	45	91.8
2008	54	664.7	0	0.0	11	20.4	41	75.9	2	3.7	43	79.6

Grade 3 - Special Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	11	649.8	4	36.4	5	45.5	2	18.2	0	0	2	18.2
2009	10	636.2	1	10.0	6	60.0	3	30.0	0	0.0	3	30.0
2008	11	643.1	3	27.3	2	18.2	6	54.5	0	0.0	6	54.5

Summary of Data Analysis/Findings – Grade 3 ELA:

An analysis of Grade 3 ELA Assessment results over the three year period from 2008 - 2010 indicates the following:

- Results for **all tested students** indicate an 11.6% increase (from 4.6% to 16.0%) of students performing at PL 1, and a 22.1% decrease (from 75.4% to 53.3%) of students performing at PL 3 and 4.
- Results for **General Education students** indicate a 12.5 increase (from 0.0% to 12.5%) in the percentage of students performing in PL 1, and a 20.2% decrease (from 79.6% to 59.4%) of students performing at PL 3 and 4.
- Results for **Special Education students** indicate a 9.1 increase (from 27.3% to 36.4%) of students performing at PL 1, and a 36.3% decrease (from 54.5% to 18.2%) of students performing at PL 3 and 4).
- Results for ELL indicate that in 2008 one (1) student was tested and in 2009 three were tested. All other categories of the results had S recorded.

A review of student portfolios, journals, interim assessments, class tests, written presentations and teacher observations confirm the data and reveal that there is need for an intensive AIS program to address student academic deficiencies.

Implications for the Instructional Program

Our Progress report indicates that 39.1% of our students are at Proficiency Level in ELA. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 120-minute literacy block
- Provide the Push-In model support with the Title 1 teacher. There is need for an intensive AIS program
- Continue the daily 30-minute AIS in addition to the 37.5 minutes EIS making 1 hour of intervention to start the day
- Set up a Saturday Academy
- Increase the number of books in the classroom library and include books in other content area subjects
- Plan a well structured After School program which will address students' strengths and weaknesses as funding permits
- Utilize testing as a genre
- Provide cross age tutoring/mentoring in reading
- Focus on writing encouraging meaningful discussions/debates in the classroom
- Provide increased opportunities for parent involvement workshops on strategies in order for parents to help their children at home which will develop student achievement.
- Institute a program – "Parents as Research Partners" to strengthen library skills
- Increase opportunities for literacy practices in all subject areas
- Intensive professional development in order for teachers to hone their skills in the components of the Balanced Literacy Program for example: guided reading, guided writing, word work, independent reading, the Workshop Model, Read Aloud, conferencing, developing rubrics that match the task given, looking at student work, portfolio assessment, data analysis and using data to inform instruction and infusing Common Core NYS Standard

- Use Word Works, the components of balanced literacy – especially guided reading to raise the levels of the students who are at 50% mastery level
- Vacation school will continue for the students for Winter, Mid-winter and Spring recess in literacy as funding permits
- Use Voyager Benchmarks and Study Island so that students will move from the performance levels of Struggling to Emerging and from Emerging to On Track
- For students who are making adequate progress in acquiring skills:
 - Accelerate the pace of each daily lesson
 - Use the Assessment Checkpoint to identify a later entry point in the systematic lesson sequence and begin teaching at that point
 - Continue to assess to confirm a solid acquisition of skills
 - Increase academic rigor relevance and relationship through challenging multi-dimensional tasks and activities such as library research projects, interviewing, writing and presenting reports, creating crossword puzzles and word games, creating a class newspaper or magazine, competitions and debates, role-playing/dramatizations, making an audio tape, cross-grade peer tutoring
- For students not making steady and reasonable growth based on progress monitoring, the following strategies will be used:
 - Teachers will look ahead to see difficult concepts that arise in the daily lesson. Provide additional support that will likely improve their performance
 - During the lesson, it is essential that students pay attention and provide correct responses to the teacher. If a student is not responding appropriately, teacher must adapt lessons to bring about the correct response and make a note to re-teach
 - Teachers will re-teach any part of the lesson which the student did not grasp clear understanding of concepts
 - Teachers will set goals for differentiated instruction that engages students in activities which respond to their particular learning needs, strengths, and learning styles
 - Teachers will implement a multi-sensory/multi-media approach to learning which will include, but not limited to the use of technology, books on tape, CD's and DVD's.

Grade 4 - All Tested Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	57	664.6	11	19.3	18	31.6	25	43.9	3	5.3	28	49.1
2009	67	660.3	3	4.5	17	25.4	45	67.2	2	3.0	47	70.1
2008	52	667.8	4	7.7	10	19.2	33	63.5	5	9.6	38	73.1

Grade 4 - General Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	44	676.6	1	2.3	16	36.4	24	54.5	3	6.8	27	61.4
2009	54	665.0	2	3.7	11	20.4	39	72.2	2	3.7	41	75.9

2008	50	670.5	2	4.0	10	20.0	33	66.0	5	10.0	38	76.0
------	----	-------	---	-----	----	------	----	------	---	------	----	------

Grade 4 - Special Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	13	623.9	10	76.9	2	15.4	1	7.7	0	0	1	7.7
2009	13	641.1	1	7.7	6	46.2	6	46.2	0	0.0	6	46.2
2008	2	S	S	S	S	S	S	S	S	S	S	S
2007	6	608.5	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0

Summary of Data Analysis/Findings – Grade 4 ELA:

An analysis of Grade 4 ELA Assessment results over the three year period from 2008 – 2010 indicates the following:

Results for **all tested students** indicate an 11.6% increase (from 7.7% to 19.3%) of students performing at PL 1, and a 24.0% decrease (from 73.1% to 49.0%) of students performing at PL 3 and 4.

Results for **General Education students** indicate a 1.7% decrease (from 4.0% to 2.3%) of students performing in PL 1, and a 14.6% decrease (from 76.0% to 61.4%) of students performing at PL 3 and 4.

Results for 2009-2010 **Special Education students** indicate a 69.2% increase (from 7.7% to 76.9%) of students performing in PL 1, and a 38.5% decrease (from 46.2% to 7.7%) of students performing at PL 3 and 4.

Results for **ELL students** 2009 (1) – 2010 (2) S all

Implications for the Instructional Program:

Our Progress report indicates that 39.1% of our students are at Proficiency Level in ELA. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 90-minute literacy block
- Continue the daily 30-minute Academic Intervention Program, in addition to the 37.5 minutes EIS making one hour of intervention to start the day

- Continue the Title 1 support as a push-in model. Assess more closely student performance in classroom and compare progress record to teacher-made, interim and standardized assessment results for alignment to instruction on a regular basis
- Provide AIS and support services in the form of a more structured after school program where all students' strengths and weaknesses will be addressed as funding permits
- Coordinate more opportunities for teachers to communicate about specific cohorts of students e.g. the Resource Room teacher should be able to plan with the regularly assigned teacher in order to gather information to plan for instruction to meet the students' needs
- Continue the common planning time so teachers can plan collaboratively, align teacher-made tests to instruction, look at student work and set up rubrics that truly correspond to the task, develop comments for student work that truly match the assignment. Teachers need to be familiar with how to use this time more effectively
- Provide ELL / LEP students with appropriate activities and provide ESL services including computer assisted programs to meet the individual needs of these students
- Collaborate with the Library Media Specialist to support the literacy instructional program in the areas of access for independent research, coordination of reading incentives and book clubs based on common themes
- Strengthen the use of the components of the Balanced Literacy program and improve their skills in the Workshop Model, applying the Principles of Learning, Bloom's Taxonomy, effective use of the word wall, conferencing strategies, Accountable Talk, Read Aloud, Guided Reading, Guided Writing, Independent Reading/Writing and infuse fiction and non-fiction materials to support the reading instruction
- Increase the number of books in the classroom library to include other content areas and other types of reading materials such as magazines, journals, reference books, and primary source documents
- Increase technology support for the literacy program through the use of the computer to support journal writing, internet research to strengthen skills for individual and group projects
- Continue to use data to drive instruction
- Utilize test sophistication materials – Comprehensive Assessment in Reading, Kaplan materials, Strategies for Success, Test Ready, Test Prep, Coach and Options
- Intensive professional development will be provided on an ongoing basis for all teachers
 - Data analysis and using data to inform instruction during EIS data day, Inquiry exercises
 - Honing skills to improve the components of the literacy program
 - Portfolio assessment
 - Integrating technology into the subject area and Common Core NYS Standard
 - Time management, team planning, model classrooms
 - Differentiated instruction

Grade 5 - All Tested Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	61	665.6	10	16.4	23	37.7	22	36.1	6	9.8	28	45.9
2009	39	660.7	0	0.0	11	28.2	28	71.8	0	0.0	28	71.8
2008	45	653.2	2	4.4	18	40.0	24	53.3	1	2.2	25	55.6

Grade 5 - General Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	51	665.8	7	13.7	17	33.3	22	43.1	5	9.8	27	52.9
2009	36	662.1	0	0.0	9	25.0	27	75.0	0	0.0	27	75.0
2008	36	658.6	1	2.8	11	30.6	23	63.9	1	2.8	24	66.7

Grade 5- Special Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	10	664.5	3	30.0	6	60.0	0	0	1	10	1	10
2009	3	S	S	S	S	S	S	S	S	S	S	S
2008	9	631.7	1	11.1	7	77.8	1	11.1	0	0.0	1	11.1

Summary of Data Analysis/Findings – Grade 5 ELA:

An analysis of Grade 5 ELA Assessment results over the three year period from **2008-2010** indicates the following:

Results for **all tested students** indicate a 12.0% increase (from 4.4% to 16.4%) of students performing at PL 1, and a 9.7% decrease (from 55.6% to 45.9%) of students performing at PL 3 and 4.

Results for **General Education students** indicate a 10.9% increase (from 2.8% to 13.7%) of students performing in PL 1, and a 13.8% decrease (from 66.7% to 52.9%) of students performing at PL 3 and 4.

Results for **Special Education students** indicate 18.9% increase (from 11.1% to 30.0%) of students performing at PL 1, and 1.1% decrease (from 11.1% to 10.0%) of students performing at PL 3 and 4.

Implications for the Instructional Program:

Our Progress report indicates that 39.1% of our students are at Proficiency Level in ELA. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 90-minute literacy block

- Continue the daily 30-minute Academic Intervention Program in addition to the 37.5 minutes making one hour of intervention to start the day
- Continue the Title 1 support as a push-in model. Assess more closely student performance in classroom and compare progress record to teacher-made, interim and standardized assessment results for alignment to instruction on a regular basis
- Provide AIS and support services in the form of a more structured after school program where all students strengths and weaknesses will be addressed
- Coordinate more opportunities for teachers to communicate about specific cohorts of students e.g. the Resource Room teacher should be able to plan with the regularly assigned teacher in order to gather information to plan for instruction to meet the students' needs
- Continue the common planning time so teachers can plan collaboratively, align teacher-made tests to instruction, look at student work and set up rubrics that truly correspond to the task, develop comments for student work that truly match the assignment. Teachers need to be familiar with how to use this time more effectively
- Provide ELL / LEP students with appropriate activities and provide ESL services including computer assisted programs to meet the individual needs of these students
- Collaborate with the Library Media Specialist to support the literacy instructional program in the areas of access for independent research, coordination of reading incentives and book clubs based on common themes
- Teachers will strengthen the use of the components of the Balanced Literacy program and improve their skills in the Workshop Model, applying the Principles of Learning, Bloom's Taxonomy, Common Core NYS Standards, effective use of the word wall, conferencing strategies, Accountable Talk, Read Aloud, Guided Reading, Guided Writing, Independent Reading/Writing and infuse fiction and non-fiction materials to support the reading instruction
- Increase the number of books in the classroom library to include other content areas and other types of reading materials such as magazines, journals, reference books, and primary source documents
- Increase technology support for the literacy program through the use of the computer to support journal writing, internet research to strengthen skills for individual and group projects
- Continue to use data to drive instruction
- Utilize test sophistication materials – Comprehensive Assessment in Reading, Kaplan materials, Strategies for Success, Test Ready, Test Prep, Coach and Options
- Intensive professional development will be provided on an ongoing basis for all teachers
 - Data analysis and using data to inform instruction during EIS data days, Inquiry exercises
 - Honing skills to improve the components of the literacy program
 - Portfolio assessment
 - Integrating technology into the subject area
 - Time management, team planning, model classrooms
 - Differentiated instruction

Grade 6 – All Tested Students' Performance on the NYS ELA Assessment							
Number	Mean Scale	Level 1	Level 2	Level 3	Level 4	Levels 3+4	

Year	Tested		#	%	#	%	#	%	#	%	#	%
2010	69	659.3	8	11.6	29	42.0	2.9	42.0	3	4.3	32	46.4
2009	67	653.3	1	1.5	24	35.8	41	61.2	1	1.5	42	62.7
2008	83	656.8	0	0.0	30	36.1	51	61.4	2	2.4	53	63.9

Grade 6 - General Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	64	660.4	6	9.4	27	42.2	28	43.8	3	4.7	31	48.4
2009	61	654.6	1	1.6	19	31.1	40	65.6	1	1.6	41	67.2
2008	81	657.1	0	0.0	28	34.6	51	63.0	2	2.5	53	65.4

Grade 6 - Special Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	5	5	S	S	S	S	S	S	S	S	S	S
2009	6	639.3	0	0.0	5	83.3	1	16.7	0	0.0	1	16.7

Summary of Data Analysis/Findings – Grade 6 ELA:

An analysis of Grade 6 ELA Assessment results over the three year period from 2008-2010 indicates the following:

Results for **all tested students** indicate a 11.6% increase (from 0.0% to 11.6%) of students performing at PL 1, and a 17.5% decrease (from 63.9% to 46.4%) of students performing at PL 3 and 4.

Results for **General Education students** indicate a 9.4% increase (from 0.0% to 9.4%) of students performing in PL 1, and a 17.0% decrease (from 65.4% to 48.4%) of students performing at PL 3 and 4.

Results for **Special Education students** indicate 0.0% of students performing at PL 1, and 16.7% of students performing at PL 3 and 4. The 2010 results states that 5 students were tested; results S cannot be compared with 2009.

A review of student portfolios, journals, interim assessments, class tests, written presentations and teacher observations confirm the data and reveal that there is need for an intensive AIS program to address student academic deficiencies.

Implications for the Instructional Program:

Our Progress report indicates that 39.1% of our students are at Proficiency Level in ELA. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.

- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
Continue the 90 minute block
- Continue the daily 30-minute Academic Intervention Program in addition to the 37.5 minutes EIS making one hour of intervention to start the day.
- Continue the Title 1 support as a push-in model. Assess more closely student performance in classroom and compare progress record to teacher-made, interim and standardized assessment results for alignment to instruction on a regular basis
- Provide AIS and support services in the form of a more structured after school program where all students strengths and weaknesses will be addressed
- Coordinate more opportunities for teachers to communicate about specific cohorts of students e.g. the Resource Room teacher should be able to plan with the regularly assigned teacher in order to gather information to plan for instruction to meet the students' needs
- Continue the common planning time so teachers can plan collaboratively, align teacher-made tests to instruction, look at student work and set up rubrics that truly correspond to the task, develop comments for student work that truly match the assignment. Teachers needs to be familiar with how to use this time more effectively
- Provide ELL / LEP students with appropriate activities and provide ESL services including computer assisted program to meet the individual needs of these students
- Provide students with disabilities with appropriate activities and group them according to their needs
- Utilize embedded professional development for intense planning for instruction using Common Core State Standards, curriculum guides to ensure consistency and quality of instruction, address basic reading skills and continue to integrate the Skill of the Week in ELA and content areas
- Strengthen administrative monitoring of instruction that includes data-identified priority skill areas
- Collaborate with the Library Media Specialist to support the literacy instructional program in the areas of access for independent research, coordination of reading incentives and book clubs based on common themes
- Teachers will strengthen the use of the components of the Balanced Literacy program and improve their skills in using the Workshop Model, applying the Principles of Learning, Bloom's Taxonomy, effective use of the word wall, conferencing strategies, Accountable Talk, Read Aloud, Guided Reading, Guided Writing, Independent Reading/Writing and infuse fiction and non-fiction materials to support the reading instruction
- Increase the number of books in the classroom library to include other content areas and other types of reading material such as magazines, journals, reference books, and primary and secondary source documents
- Provide increased technology support for the literacy program through the use of the computer to support journal writing, internet research to strengthen skills for individual and group projects
- Provide increased opportunities for mainstreaming of special needs students in ELA and other content areas
- Adapt lessons to meet students' learning modalities, meeting the criteria of the NYS Learning Standards

- Continue to assess equal access in terms of books, materials, professional development, parent involvement workshops, classroom instruction, after school programs for special needs and ELL students and make necessary provision to be in compliance at all times
- Provide many opportunities for looking at data to inform instruction and looking at testing as a genre
- Reinforce literacy practices in all content areas
- Identify best practices and incorporate them into our teaching strategies to improve teaching and learning.
- Utilize test sophistication materials – Comprehensive Assessment in Reading, Kaplan materials, Strategies for Success, Test Ready, Test Prep, Coach and Options
- Intensive professional development will be provided on an ongoing basis for all teachers
 - Data analysis and using data to inform instruction
 - Honing skills to improve the components of the literacy program
 - Portfolio assessment
 - Integrating technology into the subject area
 - Time management, team planning, model classrooms
 - Differentiated instruction

Grade 7 - All Tested Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	65	657.5	7	10.8	41	63.1	15	23.1	2	3.1	17	26.2
2009	83	662.9	0	0.0	6	7.2	77	92.8	0	0.0	77	92.8
2008	109	665.1	0	0.0	17	15.6	92	84.4	0	0.0	92	84.4

Grade 7 - General Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	61	658.9	4	6.6	40	65.6	15	24.6	2	3.3	17	27.5
2009	80	662.8	0	0.0	6	7.5	74	92.5	0	0.0	74	92.5
2008	107	665.3	0	0.0	16	15.0	91	85.0	0	0.0	91	85.0

Grade 7 - Special Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2007	19	603.8	8	42.1	8	42.1	3	15.8	0	0.0	3	15.8

Summary of Data Analysis/Findings – Grade 7 ELA:

An analysis of Grade 7 ELA Assessment results over the three year period from 2008 - 2010 indicates the following:

Results for **all tested students** indicate a 10.8% increase (from 0.0% to 10.8%) of students performing at PL 1, and a 58.2% decrease (from 84.4% to 26.2%) of students performing at PL 3 and 4.

Results for **General Education students** indicate a 6.6% increase (from 0.0% to 06.6%) of students performing in PL 1, and a 57.5% decrease (from 85.0% to 57.5%) of students performing at PL 3 and 4.

Results for **Special Education students** indicate 42.1% of students performing at PL 1, and 15.8% of students performing at PL 3 and 4 for 2007. In 2008 there was one student and 2009 three students which results for both years was S and cannot be evaluated.

Results for **ELL students** two were tested with results S

Implications for the Instructional Program:

Our Progress report indicates that 39.1% of our students are at Proficiency Level in ELA. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques. ;
- Continue the 90-minute literacy block
- Continue the daily 30-minute Academic Intervention Program in addition to the 37.5 minutes making one hour of intervention to start the day
- Continue the Title 1 support as a push-in model. Assess more closely student performance in classroom and compare progress record to teacher-made, interim and standardized assessment results for alignment to instruction on a regular basis
- Provide AIS and support services in the form of a more structured after school program where all students strengths and weaknesses will be addressed
- Coordinate more opportunities for teachers to communicate about specific cohorts of students e.g. the Resource Room teacher should be able to plan with the regularly assigned teacher in order to gather information to plan for instruction to meet the students' needs
- Continue the common planning time so teachers can plan collaboratively, align teacher-made tests to instruction, look at student work and set up rubrics that truly correspond to the task, develop comments for student work that truly match the assignment. Teachers need to be familiar with how to use this time more effectively
- Provide ELL / LEP students with appropriate activities and provide ESL services including computer assisted programs to meet the individual needs of these students
- Provide students with disabilities with appropriate activities and group them according to their needs

- Utilize embedded professional development for intense planning for instruction using curriculum guides to ensure consistency and quality of instruction, address basic reading skills and continue to integrate the Skill of the Week in ELA and content areas
- Strengthen administrative monitoring of instruction that includes data-identified priority skill areas
- Collaborate with the Library Media Specialist to support the literacy instructional program in the areas of access for independent research, coordination of reading incentives and book clubs based on common themes
- Teachers will strengthen the use of the components of the Balanced Literacy program and improve their skills in using the Workshop Model, applying the Principles of Learning, Bloom's Taxonomy, Common Core State Standards, effective use of the word wall, conferencing strategies, Accountable Talk, Read Aloud, Guided Reading, Guided Writing, Independent Reading/Writing and infuse fiction and non-fiction materials to support the reading instruction
- Increase the number of books in the classroom library to include other content areas and other types of reading material such as magazines, journals, reference books, and primary and secondary source documents
- Increase technology support for the literacy program through the use of the computer to support journal writing, internet research to strengthen skills for individual and group projects
- Increase opportunities for mainstreaming of special needs students in ELA and other content areas
- Adapt lessons to meet students' learning modalities, meeting the criteria of the NYS Learning Standards
- Continue to assess equal access in terms of books, materials, professional development, parent involvement workshops, classroom instruction, after school programs for special needs and ELL students and we will make necessary provision to be in compliance at all times
- Provide many opportunities for looking at data to inform instruction and looking at testing as a genre
- Reinforce literacy practices in all content areas
- Identify best practices and incorporate them into our teaching strategies to improve teaching and learning.
- Utilize test sophistication materials – Comprehensive Assessment in Reading, Kaplan materials, Strategies for Success, Test Ready, Test Prep, Coach and Options
- Intensive professional development will be provided on an ongoing basis for all teachers
 - Data analysis and using data to inform instruction
 - Honing skills to improve the components of the literacy program
 - Portfolio assessment
 - Integrating technology into the subject area
 - Time management, team planning, model classrooms
 - Differentiated instruction
- All teachers must become more familiar with the use of the reading strategies that rely on scientifically based research in the dimensions of reading to improve the instructional program.
- Reduce class size to 25-28 in ELA classes.
- Increase opportunities for mainstreaming of special needs students in ELA general education classes including the inclusion model and provide additional support for special needs students in the general education setting.

- Develop pacing calendars for each grade level, utilize Scope and Sequence activities, which are aligned with City and Stated standards, to guide the instructional plan.
- Administrative monitoring of instruction daily-through the observation process, check teacher made tests, assessments, professional development in all areas, planning with coaches, and funded personnel for instruction.

Grade 8 - All Tested Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	78	649.7	3	3.8	52	66.7	23	29.5	0	0	23	29.5
2009	102	658.4	0	0.0	26	25.5	75	73.5	1	1.0	76	74.5
2008	103	646.7	3	2.9	54	52.4	46	44.7	0	0.0	46	44.7

Grade 8 - General Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	77	649.8	3	3.9	51	66.2	23	29.9	0	0	23	29.9
2009	100	658.8	0	0.0	24	24.0	75	75.0	1	0.0	76	76.0
2008	85	653.1	0	0.0	42	49.4	43	50.6	0	0.0	43	50.6

Grade 8 - Special Education Students' Performance on the NYS ELA Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	3	S	S	S	S	S	S	S	S	S	S	S
2009	2	S	S	S	S	S	S	S	S	S	S	S
2008	18	616.3	3	16.7	12	66.7	3	16.7	0	0.0	3	16.7

Summary of Data Analysis/Findings – Grade 8 ELA:

An analysis of Grade 8 ELA Assessment results over the three year period from 2008-2010 indicates the following:

Results for **all tested students** indicate a 0.9% increase (from 2.9% to 3.8%) of students performing at PL 1, and a 15.2% decrease (from 44.7% to 29.5%) of students performing at PL 3 and 4.

Results for **General Education students** indicate a 3.9% increase (from 0.0% to 3.9%) of students performing in PL 1, and a 20.7% decrease (from 50.6% to 29.9%) of students performing at PL 3 and 4.

Results for **Special Education students** indicate a 50% decrease (from 66.7% to 16.7%) of students performing at PL 1, and a 16.7% decrease (from 16.7% to 0.0%) of students performing at PL 3 and 4 in 2007-2008. For 2009 two students were tested and in 2010 there were three. There is no disaggregation of data for these two years.

Results for **ELL students** indicate one student was tested. The number of students who took the test does not permit for further disaggregation of data,

Implications for the Instructional Program:

Our Progress report indicates that 39.1% of our students are at Proficiency Level in ELA. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 90-minute literacy block
- Continue the daily 30-minute Academic Intervention Program in addition to the 37.5 minutes EIS making one hour of intervention to start the school day.
- Continue the Title 1 support as a push-in model. Assess more closely student performance in classroom and compare progress record to teacher-made, interim and standardized assessment results for alignment to instruction on a regular basis
- Provide AIS and support services in the form of a more structured after school program where all students' strengths and weaknesses will be addressed
- Coordinate more opportunities for teachers to communicate about specific cohorts of students e.g. the Resource Room teacher should be able to plan with the regularly assigned teacher in order to gather information to plan for instruction to meet the students' needs
- Continue the common planning time so teachers can plan collaboratively, align teacher-made tests to instruction, look at student work and set up rubrics that truly correspond to the task, develop comments for student work that truly match the assignment. Teachers needs to be familiar with how to use this time more effectively
- Provide ELL / LEP students with appropriate activities and provide ESL services including computer assisted program to meet the individual needs of these students
- Provide students with disabilities with appropriate activities and group them according to their needs
- Utilize embedded professional development for intense planning for instruction using curriculum guides to ensure consistency and quality of instruction, address basic reading skills and continue to integrate the Skill of the Week in ELA and content areas
- Strengthen administrative monitoring of instruction that includes data-identified priority skill areas
- Collaborate with the Library Media Specialist to support the literacy instructional program in the areas of access for independent research, coordination of reading incentives and book clubs based on common themes
- Teachers will strengthen the use of the components of the Balanced Literacy program and improve their skills in using the Workshop Model, applying the Principles of Learning,

Bloom's Taxonomy, effective use of the word wall, conferencing strategies, Accountable Talk, Read Aloud, Guided Reading, Guided Writing, Independent Reading/Writing and infuse fiction and non-fiction materials to support the reading instruction

- Increase the number of books in the classroom library to include other content areas and other types of reading material such as magazines, journals, reference books, and primary and secondary source documents
- Increase technology support for the literacy program through the use of the computer to support journal writing, internet research to strengthen skills for individual and group projects
- Increase opportunities for mainstreaming of special needs students in ELA and other content areas
- Adapt lessons to meet students' learning modalities, meeting the criteria of the NYS Learning Standards
- Continue to assess equal access in terms of books, materials, professional development, parent involvement workshops, classroom instruction, after school programs for special needs and ELL students and we will make necessary provision to be in compliance at all times
- Provide many opportunities for looking at data to inform instruction and looking at testing as a genre
- Reinforce literacy practices in all content areas
- Identify best practices and incorporate them into our teaching strategies to improve teaching and learning.
- Utilize test sophistication materials – Comprehensive Assessment in Reading, Kaplan materials, Strategies for Success, Test Ready, Test Prep, Coach and Options
- Intensive professional development will be provided on an ongoing basis for all teachers
 - Data analysis and using data to inform instruction during EIS data day, Inquiry exercises
 - Honing skills to improve the components of the literacy program
 - Portfolio assessment
 - Integrating technology into the subject area
 - Time management, team planning, model classrooms
 - Differentiated instruction
- All teachers must become more familiar with the use of the reading strategies that rely on scientifically based research in the dimensions of reading to improve the instructional program.
- Attain background knowledge in vocabulary to foster reading comprehension.
- Being able to decode unfamiliar words.
- Develop and maintain motivation to read.
- Reduce class size to 25-28 in ELA classes.
- Increase opportunities for mainstreaming of special needs students in ELA general education classes including the inclusion model and provide additional support for special needs students in the general education setting.
- Develop pacing calendars for each grade level, utilize Scope and Sequence activities, which are aligned with City and Stated standards, to guide the instructional plan.
- Administrative monitoring of instruction daily-through the observation process, check teacher made tests, assessments, professional development in all areas, planning with coaches, and funded personnel for instruction.

2008-2010 ELL Students' Performance on the NYS ELA Assessment											
Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
2008	5	0	0.0	3	60.0	2	40.0	0	0.0	2	40.0
2006	6	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0

Results for **ELL students** indicate a 66.7% decrease (from 66.7% to 0.0%) of students performing in PL 1, and a 40.0% increase (from 0.0% to 40.0%) of students performing at PL 3 and 4 2006 -2008. There are no statistics found for 2009 and 2010.

There were no statistics found for the years that were missing.

2008 – 2010 MATHEMATICS ASSESSMENT DATA ANALYSIS

Grade 3

Grade 3 - All Tested Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	77	692.2	5	6.5	23	29.9	32	41.6	17	22.1	49	63.6
2009	60	699.0	0	0.0	5	8.3	35	58.3	20	33.3	55	91.7
2008	66	694.9	0	0.0	2	3.0	42	63.6	22	33.3	64	97.0

Grade 3 - General Education Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	65	693.3	4	6.2	19	29.2	27	41.5	15	23.1	42	64.4
2009	49	706.9	0	0.0	0	0.0	30	61.2	19	38.8	49	100.0
2008	55	698.1	0	0.0	1	1.8	34	61.8	20	36.4	54	98.2

Grade 3 – Special Education Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2009	11	664.3	0	0.0	5	45.5	5	45.5	1	9.1	6	54.5
2008	11	678.6	0	0.0	1	9.1	8	72.7	2	18.2	10	90.9

Summary of Data Analysis/Findings – Grade 3 Mathematics:

An analysis of Grade 3 Mathematics Assessment results over the three year period from 2008-2010 indicates the following:

- Results for **all tested students** indicate a 6.5% decrease (from 0.0% to 6.5%) of students performing at PL 1, and a 33.4% decrease (from 97.0% to 63.6%) of students performing at PL 3 and 4.
- Results for **General Education students** indicate 6.2 % increase (from 0.0% to 6.2%) of students performing in PL 1, and a 33.6% decrease (from 98.2% to 33.6%) of students performing at PL 3 and 4.
- Results for **Special Education students** indicate 8.3% increase (from 0.0% to 8.3%) of students performing in PL 1 from 2008 to 2009 and there was a 32.6% decrease (from 90.9% to 58.3%) of students performing at PL 3 and 4.

- Results for **ELL Students** indicate that 3 students took the exam in 2009. There are no results. There are no statistics for 2010.

Implications for the instructional Program

Our Progress report indicates that 46.3% of our students are at Proficiency Level in Math. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 75-minute block in mathematics
- Continue the 37.5-minute EIS for three days a week to start the day
- Continue the 30-minute block in AIS daily to start the day
- Combine the EIS/AIS sessions to provide AIS in a one-hour block to start the day
- Alternate the one-hour block to facilitate AIS in reading and mathematics
- Model math lessons by the Mathematics Coach
- Continue literacy practices in mathematics and other content areas
- Continue provision of intensive academic intervention services for all students who are not meeting state standards
- Ongoing embedded professional development in Common Core State Standards, the understanding and use of specialized instructional strategies to meet the needs of special populations, how to use the 90-minute block in mathematics
- Pacing calendars will be used for each grade level, opportunities will be provided for the teachers to continue to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet state standards
- Teachers will use data from nySTART, Item skills analyses, ARIS and Scantron Performance Series to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students
- Teachers will reinforce mathematics strategies during content area instruction
- Continue the instructional strategies that have contributed to overall improved student achievement in other grades, including the implementation of a 90-minute block in mathematics at least twice a week and include writing activities use of manipulatives during the mathematics period
- Use portfolios and the observation process to continue to assess students and provide instruction to meet their individual needs
- All teachers will become familiar with and use the mathematical strategies that are researched, based on the NYS Mathematics strands.

Grade 4

Grade 4 – All Tested Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	57	677.2	7	12.3	15	26.3	27	47.4	8	14.0	35	61.4

2009	67	689.0	3	4.5	4	6.0	36	53.7	24	35.8	60	89.6
2008	52	683.2	1	1.9	5	9.6	32	61.5	14	26.9	46	88.5

Grade 4 – General Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	44	688.3	0	0	10	22.7	26	59.1	8	18.2	34	77.3
2009	54	695.6	0	0.0	3	5.6	30	55.6	21	38.9	51	94.4
2008	50	686.5	0	0.0	4	8.0	32	64.0	14	28.0	46	92.0

Grade 4 – Special Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	13	639.8	7	53.8	5	38.5	1	7.7	0	0	1	7.7
2009	13	662.5	3	23.1	1	7.7	6	46.2	3	23.1	9	69.2
2008	2	S	S	S	S	S	S	S	S	S	S	S

Summary of Data Analysis/Findings – Grade 4 Mathematics:

An analysis of Grade 4 Mathematics Assessment results over the three year period from 2008-2010 indicates the following:

- Results for **all tested students** indicate a 10.4% increase (from 1.9% to 12.3%) of students performing at PL 1, and a 27.1% decrease (from 88.5% to 61.4%) of students performing at PL 3 and 4.
- Results for **General Education students** indicate no change in the number of students performing in PL 1, and a 14.7% decrease (from 92.0% to 77.3%) of students performing at PL 3 and 4.
- Results for **Special Education students** indicate a 30.7% increase (from 23.1% to 53.8%) of students performing at PL 1, and a 61.5% decrease (from 69.2% to 7.7%) of students performing at PL 3 and 4.
- Results for **ELL Students** indicate 2 students took the exam in 2009, and 2 as well in 2010. There are no results.

Implications for the instructional Program

Our Progress report indicates that 46.3% of our students are at Proficiency Level in Math. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process

- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 75-minute and 90-minute block in mathematics
- Continue the 37.5-minute EIS for four days a week to start the day
- Continue the 30-minute block in AIS daily to start the day
- Combine the EIS/AIS sessions to provide AIS in a one-hour block to start the day
- Alternate the one-hour block to facilitate AIS in reading and mathematics
- Model math lessons by the Mathematics Coach
- Continue literacy practices in mathematics and other content areas
- Continue provision of intensive academic intervention services for all students who are not meeting state standards
- Ongoing embedded professional development in Common Core State Standard the understanding and use of specialized instructional strategies to meet the needs of special populations, how to use the 90-minute block in mathematics
- Pacing calendars will be used for each grade level, opportunities will be provided for the teachers to continue to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet state standards
- Teachers will use data from nySTART, Item skills analyses, ARIS, and Scantron Performance Series to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students
- Teachers will reinforce mathematics strategies during content area instruction
- Continue the instructional strategies that have contributed to overall improved student achievement in other grades, including the implementation of a 90-minute block in mathematics at least twice a week and include writing activities use of manipulatives during the mathematics period
- Use portfolios and the observation process to continue to assess students and provide instruction to meet their individual needs
- All teachers will become familiar with and use the mathematical strategies that are researched, based on the NYS Mathematics strands.

Grade 5

Grade 5 – All Tested Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	62	688.0	2	3.2	22	35.5	23	37.1	15	24.2	38	61.3
2009	39	677.0	1	2.6	8	20.5	18	46.2	12	30.8	30	76.9
2008	44	661.1	5	11.4	11	25.0	23	52.3	5	11.4	28	63.6

Grade 5 – General Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	52	692.0	1	1.9	16	30.8	20	38.5	15	28.8	35	67.3
2009	37	680.9	0	0.0	7	18.9	18	48.6	12	32.4	30	81.1
2008	35	664.8	2	5.7	8	22.9	21	60.0	4	11.4	25	71.4

Grade 5 – Special Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	10	667.3	1	10.0	6	60.0	3	30.0	0	0.0	3	30.0
2009	2	S	S	S	S	S	S	S	S	S	S	S
2008	9	646.7	3	33.3	3	33.3	2	22.2	1	11.1	3	33.3

Summary of Data Analysis/Findings – Grade 5 Mathematics:

An analysis of Grade 5 Mathematics Assessment results over the three year period from 2008-2010 indicates the following

- Results for **all tested students** indicate an 8.8% decrease (from 11.4% to 3.2%) of students performing at PL 1, and a 2.3% decrease (from 63.6% to 61.3%) of students performing at PL 3 and 4.
- Results for **General Education students** indicate a 3.8% decrease (from 5.7% to 1.9%) of students performing in PL 1, and a 4.1% decrease (from 71.4% to 67.3%) of students performing at PL 3 and 4.
- Results for **Special Education students** indicate a 23.3% decrease (from 33.3% to 10.0%) of students performing at PL 1, and a 3.3% decrease (from 33.3% to 30.0%) of students performing at PL 3 and 4.
- Results for **ELL students** - the only statistics found were that two students tested with results of S

Implications for the instructional Program

Our Progress report indicates that 46.3% of our students are at Proficiency Level in Math. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.
- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
 - Continue the 75-minute block in mathematics
 - Continue the 37.5-minute EIS for three days a week to start the day
 - Continue the 30-minute block in AIS daily to start the day
 - Combine the EIS/AIS sessions to provide AIS in a one-hour block to start the day
 - Alternate the one-hour block to facilitate AIS in reading and mathematics
 - Model math lessons by the Mathematics Coach
 - Continue literacy practices in mathematics and other content areas
 - Continue provision of intensive academic intervention services for all students who are not meeting state standards
 - Ongoing embedded professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations, how to use the 90-minute block in mathematics
 - Pacing calendars will be used for each grade level, opportunities will be provided for the teachers to continue to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet state standards
 - Teachers will use data from nySTART, Item skills analyses, ARIS, and Scantron Performance Series to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students
 - Teachers will reinforce mathematics strategies during content area instruction
 - Continue the instructional strategies that have contributed to overall improved student achievement in other grades, including the implementation of a 90-minute block in mathematics at least twice a week and include writing activities use of manipulatives during the mathematics period
 - Use portfolios and the observation process to continue to assess students and provide instruction to meet their individual needs
 - All teachers will become familiar with and use the mathematical strategies that are researched, based on the NYS Mathematics strands.

Grade 6

Grade 6 – All Tested Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	70	661.7	8	11.4	36	51.4	23	32.9	3	4.3	26	37.1
2009	68	653.0	5	7.4	27	39.7	34	50.0	2	2.9	36	52.9
2008	82	661.6	3	3.7	17	20.7	56	68.3	6	7.3	62	75.6

Grade 6 – General Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	65	665.2	6	9.2	34	52.3	22	33.8	3	4.6	25	38.5
2009	62	654.3	4	6.5	24	38.7	32	51.6	2	3.2	34	54.8
2008	80	662.3	2	2.5	17	21.3	55	68.8	6	7.5	61	76.3

Grade 6 – Special Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2009	6	637.3	1	16.7	3	50.0	2	33.3	0	0.0	2	33.3
2010	5	S	S	S	S	S	S	S	S	S	S	S

Summary of Data Analysis/Findings – Grade 6 Mathematics:

An analysis of Grade 6 Mathematics Assessment results over the three year period from 2008 -2010 indicates the following:

- Results for **all tested students** indicate a 7.7% increase (from 3.7% to 11.4%) of students performing at PL 1, and a 38.5% decrease (from 75.6% to 37.1%) of students performing at PL 3 and 4.
- Results for **General Education students** indicate a 6.7% increase (from 2.5% to 9.2%) of students performing in PL 1, and a 4.3% increase (from 50.5% to 54.8%) of students performing at PL 3 and 4.
- Results for **Special Education students** indicate 16.7% of students performing at PL 1, and 33.3% of students performing at PL 3 and 4 in 2009. Statistics for 2010 cannot be evaluated.
- Results for **ELL Students** indicate that 1 student was tested in 2008, 3 were tested in 2009, and 1 in 2010, all returned S results.

Implications for the Instructional Program:

Our Progress report indicates that 46.3% of our students are at Proficiency Level in Math. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.

- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Mathematics teachers will be programmed to receive ongoing embedded professional development. Teachers of self-contained special education classes will receive continuous professional development in mathematics and self contained special education classes will receive mathematics instruction from general education teachers also.
- Continue to develop and review student portfolios, teacher's observation and the nySTART, Acuity, Common Core State Standards and Scantron EdPerformance data will be utilized
- All teachers will become familiar with and use the mathematical strategies that are researched based on the Problem solving, Reasoning and Proof, Communication, Connections, Representation, Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability strands
- Continue to use the 45 and 90-minute block in mathematics
- Continue to use the 37.5 minute block in EIS and the 30 minute block in AIS to start the day, three days a week
- The use of specialized strategies to meet the needs of special education students, effective strategies for mathematics including problem solving, communication, mathematics literacy
- Build on writing activities in mathematics daily, and implement a school wide program with parallel instruction in all classes, including self-contained special education and classes for ESL students
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of the student population
- Increased opportunities for the mainstreaming of special-education students in general education classes, including an expansion of the inclusion model and additional support of ELL students in the general education setting
- Pacing calendars will be used for each grade level, opportunities will be provided for the teachers to plan collaboratively and align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards
- Teachers will use data from nySTART, ARIS, Acuity and Scantron EdPerformance Assessment data to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students
- Teachers will reinforce mathematics strategies and language during content area instruction
- Investigation of best practices for sustaining and accelerating the achievement of general education, special education and English language Learners will be introduced and maintained
- Incorporate math games in instructional practices

Grade 7

Grade 7 – All Tested Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	66	652.4	14	21.2	34	51.5	16	24.2	2	3	18	27.3
2009	83	672.0	0	0.0	8	9.6	68	81.9	7	8.4	75	90.4
2008	109	663.8	1	0.9	24	22.0	76	69.7	8	7.3	84	77.1

Grade 7 – General Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	62	652.7	13	21.0	32	51.6	15	24.2	2	3.2	17	27.4
2009	81	671.8	0	0.0	8	9.9	66	81.5	7	8.6	73	90.1
2008	107	664.1	1	0.9	23	21.5	75	70.1	8	7.5	83	77.6

Grade 7 – Special Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2008	1	S	S	S	S	S	S	S	S	S	S	S
2009	2	S	S	S	S	S	S	S	S	S	S	S
2010	4	S	S	S	S	S	S	S	S	S	S	S

Summary of Data Analysis/Findings – Grade 7 Mathematics:

An analysis of Grade 7 Mathematics Assessment results over the three year period from 2008-2010 indicates the following:

- Results for **all tested students** indicate a 20.3% increase (from 0.9% to 21.2%) of students performing at PL 1, and a 49.8% decrease (from 77.6% to 27.3%) of students performing at PL 3 and 4.
- Results for **General Education students** indicate a 20.1% increase (from 0.9 % to 21.0%) of students performing in PL 1, and a 50.2% decrease (from 77.6% to 27.4%) of students performing at PL 3 and 4.
- Results for **Special Education students** indicate 55.6% of students performing in PL 1, and there were no students performing at PL 3 and 4 during the 2007-2009 school years. These results are retained since 2010 statistics show four students tested but no further disaggregation is posted.
- Results for **ELL Students** indicate that 2 students were tested in 2008, 1 was tested in 2009, and 2 in 2010, all returned S results.

Implications for the Instructional Program:

Our Progress report indicates that 46.3% of our students are at Proficiency Level in Math. Therefore, we need to shift our focus that will:

- Infuse the Common Core Standards into our instructional process
- Improve student progress/performance.

- Include strategies to increase rigor, relevance and relationship.
- Turn our attention to assisting teachers with strategies to improve management, lesson preparation, students' discipline, develop behavioral plans for students with reward and consequences, teaching and re-teaching techniques.
- Continue the 45 and 90-minute block in mathematics and increase opportunities for writing activities
- Implement a school-wide literacy program with parallel instruction in all classes, including self-contained special education and ESL classes
- Continue instructional strategies that have contributed to overall improved student achievement
- Continue intensive program for EIS/AIS in mathematics – after school, before school, vacation school opportunities must be increased with parent education programs to enhance home-school plan to improve mathematics. EIS for 37.5 minutes and AIS 30 minutes to start the day.
- Embedded professional development in the understanding and use of specialized instructional strategies to meet the needs of all students
- Increase opportunities for the mainstreaming of special education students in general education classes, including and expansion of the inclusion model and additional support for special needs students in the general education setting
- Pacing calendars will be used for each grade level , opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards
- Teachers will use data from the nySTART, ARIS, and Acuity and Scantron EdPerformance assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students
- Reinforce mathematics strategies and language during content area instruction
- Investigate best practices for sustaining and accelerating the achievement of English Language Learners and Special education students
- Use specialized strategies to meet the needs of special education and ELL students
- Effective strategies for mathematics including problem solving, communication and mathematics literacy
- All teachers will become familiar with and use the mathematical strategies that are researched based on the Problem solving, Reasoning and Proof, Communication, Connections, Representation, Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability strands
- Incorporate math games in instructional practices

Grade 8

Grade 8 - All Tested Students' Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	78	667.3	4	5.1	45	57.7	27	34.6	2	2.6	29	37.2
2009	102	670.0	4	3.9	20	19.6	67	65.7	11	10.8	78	76.5
2008	102	656.9	6	5.9	29	28.4	60	58.8	7	6.9	67	65.7

Grade 8 - General Education Students' Performance on the NYS Mathematics Assessment							
		Mean	Level 1	Level 2	Level 3	Level 4	Levels 3+4

Year	Number Tested	Scale Score										
			#	%	#	%	#	%	#	%	#	%
2010	77	667.5	4	5.2	44	57.1	27	35.1	2	2.6	29	37.7
2009	101	669.9	4	4.0	19	18.8	67	66.3	11	10.9	78	77.2
2008	85	664.2	0	0.0	21	24.7	58	68.2	6	7.1	64	75.3

Grade 8 – Special Education Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	1	S	S	S	S	S	S	S	S	S	S	S
2009	1	S	S	S	S	S	S	S	S	S	S	S
2008	17	619.9	6	35.3	8	47.1	2	11.8	1	5.9	3	17.6

Summary of Data Analysis/Findings – Grade 8 Mathematics:

An analysis of Grade 8 Mathematics Assessment results over the three year period from **2008-2010** indicates the following:

- Results for **all tested students** indicate a 0.8% decrease (from 5.9% to 5.1%) of students performing at PL 1, and a 28.5% decrease (from 65.7% to 37.2%) of students performing at PL 3 and 4.
- Results for **General Education students** indicate a 5.2% increase (from 0.0% to 5.2%) of students performing in PL 1, and a 37.6% decrease (from 75.3% to 37.7%) of students performing at PL 3 and 4.
- Results for **Special Education students** indicate a 64.7% decrease (from 100.0% to 35.3%) of students performing in PL 1, and a 17.6% increase (from 0.0% to 17.6%) of students performing at PL 3 and 4. Retained from 2007-2008 since in 2010 statistics show one student tested and there are no disaggregation of data.
- Results for **ELL Students** indicate that no students were tested in 2008, 3 were tested in 2009, and 1 in 2010, all returned S results.

Implications for the Instructional Program:

Based on the analysis of the data and relevant findings we must devise an instructional program to support student achievement in mathematics

- Continue test preparation for Math Regents
- Continue the instructional strategies that have contributed to overall improvement in student achievement, including the implementation of writing daily in the mathematics block
- Continue the 45 and 90-minute block in mathematics
- Continue the 60 minute block in EIS/AIS to start the day

- Implement literacy practices in all content areas, and parallel instruction in all classes, including self-contained special education and ESL classes
- Continue an intensive AIS program – after school, before school, vacation school to serve all students who are not meeting State Standards
- Intensive professional development using specialized instructional strategies to meet the needs of general education students, special education students and English Language Learners
- Utilize Pacing calendars in each grade level
- Continue common planning time 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
- Use data from nySTART, Acuity and Scantron EdPerformance Assessments to provide instructional emphasis on students’ strengths and weaknesses and to assist in the grouping of students
- Reinforce mathematics strategies during content area instruction
- Increase opportunities for mainstreaming of special education students in general education classes, including an expansion of the inclusion model and additional support for special needs and ELL students in a general education setting
- Investigate best practices for sustaining and accelerating the achievement t of ELL students and special education students
- Use specialized strategies to meet the needs of special education students and ELL students
- Use effective strategies for mathematics including problem solving, communication, mathematics/literacy
- All teachers will become familiar with and use the mathematical strategies that are researched based on the Problem solving, Reasoning and Proof, Communication, Connections, Representation, Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability strands
- Incorporate math games in instructional practices
- Introduce competitions that will pose challenges and reinforce skills

ELLs

Grade 8 – ELL Students’ Performance on the NYS Mathematics Assessment												
Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
			#	%	#	%	#	%	#	%	#	%
2010	1	S	S	S	S	S	S	S	S	S	S	S
2009	3	S	S	S	S	S	S	S	S	S	S	S
2008	0	S	S	S	S	S	S	S	S	S	S	S

In 2008 there is no data, 2009 three students were tested and in 2010, one student. There is no disaggregation of data to be evaluated.

2006 – 2008 SCIENCE ASSESSMENT DATA ANALYSIS

Grade 4 - All Tested Students' Performance on the NYS Science Assessment											
Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
2009	54	2	5	5	13	22	38	25	44	47	82
2008	52	1	2	9	17	25	48	17	33	42	81
2007	53	0	0	8	15	29	55	16	30	45	85

Grade 8 - All Tested Students' Performance on the NYS Science Assessment											
Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
2009	70	1	1	31	50	38	49	0	0	38	49
2008	98	7	7	48	49	40	41	3	3	43	44
2007	126	22	17	68	54	35	28	1	1	36	29

Summary of Data Analysis/Findings – Grade 4 Science:

An analysis of Grade 4 Science Assessment results over the three-year period for 2006 – 2008 indicates the following:

- Results for **all tested students** indicate a 5.0% increase (from 0.0% to 5.0%) of students performing at PL 1, and a 3.0% decrease (from 85.0% to 82.0%) of students performing at PL 3 and 4.

Summary of Data Analysis/Findings – Grade 8 Science:

An analysis of Grade 8 Science Assessment results over the two-year period for 2006 & 2007 indicates the following:

- Results for **all tested students** indicate a 16.0% decrease (from 17.0% to 1.0%) of students performing at PL 1, and a 20.0% increase (from 29.0% to 49.0%) of students performing at PL 3 and 4.

Implications for the Instructional Program:

- Develop an item analysis for the student performance in science
- Professional development will target teacher/student needs in general/special/ESL education students.
- Continue five (5) periods of science in grade 6/7/8 and eight (8) periods and 2 HE periods in grade 8. Increase the number of periods in the day for grade 8 by formalizing period zero as a teaching period. Reduction in periods, due to budget cuts.
- Engage parental involvement in science assignments especially exit projects. Set up professional development for parents in science in order for them to support homework

assignments and to effect positive changes in student's ability to behave well in class to interpret, represent and present outcomes in scientific information.

- School visits, designed especially to observe the innovations in science labs and experience an experimental learning and increased forms of inquiry-based learning.
- Integration of Technology as a part of the science curriculum to improve student knowledge and scientific concepts, helping them to become increasingly sophisticated as they progress through the curriculum.
- Continue "Accountable Talk" as described in the preparation for Educational Reform and as they get clearer understandings in skills of observing, classifying, communicating, recordings.
- Increase the teacher's role as a facilitator as students conduct independent research – giving students ownership for their work and helping them to be proficient in using process skills to solve problems and to make decisions.
- Continue alternative assessments – reports, classroom presentations as they understand the scientific processes, principles, concepts in the areas of earth, life and physical science.
- Continue to update science books, since knowledge is ever increasing, develop responsible attitudes toward the environment, science, technology and society.
- Increase hands on activities in the lab weekly and to help students become more familiar with the equipment scientists use to collect and process data.
- Have students improve the quality of exit projects.
- Our Performance Index in science is 134.
- We met the AYP in science 2007-8.
- Continue common preparation periods so science teachers can plan together or join in common planning time with Math or ELA teachers as the need arises to reinforce skills in writing, develop listening skills or graph in math and social studies.
- Continue test preparation classes for Regents exams
- Inter class visits to observe best practices and improve teaching techniques and classroom climate.
- Encourage the continuation of professional development with Common Core State Standard, Trust for Public Land – to upgrade, develop and enrich teacher's skills.
- Provide independent study for advanced students.
- Utilize library media service for research and investigative purposes.
- Plan science bowl, science fair to develop scientific skills and foster creative and life long thinkers.
- Develop student assessment using a multiplicity of medical resources, data, teacher-made tests, and State assessments to chart progress.
- Utilize the NY Times, Science Times weekly to strengthen scientific facts and awareness of practical knowledge and real life science in action.
- On-going professional development to focus on methods, lesson planning, student assessment, scoring guides, pacing calendars, agendas, organizing for effective teaching and the continuation of professional strategies that are successful.
- Science field trips to Brooklyn Botanical Gardens, Liberty Science Center (Earth Science), New York Aquarium.
- Study local ecosystem (early fall) using school compound.
- Implement a school wide program with parallel instruction in all classes, including self contained special and ELL students.
- Teachers must use the data of the ILST and other data to inform instruction, tailoring it to meet students' needs.
- Enter more Science competitions, e.g. SECME

There are no statistics available for 2009-2010.

2009 – 2010 SOCIAL STUDIES ASSESSMENT DATA ANALYSIS

Grade 5 - All Tested Students' Performance on the NYS Social Studies Assessment											
Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
2008	42	8	19	10	24	20	48	4	10	24	58
2007	43	10	23	3	7	26	60	4	9	30	69
2006	41	4	10	8	20	26	63	3	7	29	70

Grade 8 - All Tested Students' Performance on the NYS Social Studies Assessment											
Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
2008	97	15	15	53	55	28	29	1	1	30	30
2007	125	17	14	80	64	27	22	1	1	28	23
2006	154	23	15	105	68	25	16	1	1	26	17

Grade 8 - General Education Students' Performance on the NYS Social Studies Assessment											
Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
2008	83	7	8	49	59	26	31	1	1	27	32
2007	120	12	10	80	67	27	23	1	1	28	24
2006	143	14	10	102	71	24	17	3	2	27	18

Grade 8 – Students with Disabilities Performance on the NYS Social Studies Assessment											
Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
		#	%	#	%	#	%	#	%	#	%
2008	14	8	57	4	29	2	14	0	0	2	14
2007	5	5	100	0	0	0	0	0	0	0	0
2006	11	8	73	3	27	0	0	0	0	0	0

Summary of Data Analysis/Findings – Grade 5 Social Studies:

An analysis of Grade 5 Social Studies Assessment results over the three year period from 2006 -2008 indicates the following:

Results for **all tested students** indicate a 9.0% increase (from 11.0% to 19.0%) of students performing at PL 1, and a 12.0% decrease (from 70.0% to 58.0%) of students performing at PL 3 and 4.

Summary of Data Analysis/Findings – Grade 8 Social Studies:

An analysis of Grade 8 Social Studies Assessment results over the three year period from 2006 – 2008 indicates the following:

Results for **all tested students** indicate 0.0% change (from 15.0% to 15.0%) of students performing at PL 1, and a 13.0% increase (from 17.0% to 30.0%) of students performing at PL 3 and 4.

Results for **General Education students** indicate a 2.0% decrease (from 10.0% to 8.0%) of students performing in PL 1, and a 14.0% increase (from 18.0% to 32.0%) of students performing at PL 3 and 4.

Results for **Special Education students** indicate a 16.0% decrease (from 73.0% to 57.0%) of students performing in PL 1, and a 14.0% increase (from 0.0% to 14.0%) of students performing at PL 3 and 4.

Implications for the Instructional Program:

- Implement a grade-wide program to address a rigorous and intense writing component. Guided and independent writing must continue to be an integral part of the curriculum
- Students must be afforded more opportunities to express themselves in written presentations as these presentations test the students' awareness of the larger world around them and shape their thought processes
- Provide field trips and research opportunities to broaden and expose students to many real world experiences
- Use videos and other visuals documenting historical occurrences and primary and secondary source documents
- AIS intervention sessions should be implemented for the subject area
- Utilize technology as a research tool and there must be more access for students and teachers into the lab
- Increase multicultural and multimedia resources and prepare learning centers
- Provide lessons on geography to increase knowledge of the world cultures, traditions, resources and the role they play in relevance to world affairs today
- Familiarize students with the process of inquiry and application used by social scientists and better develop questioning techniques and make for more informed decisions which will make a student capable of thinking through any development in our ever changing world
- Continue school wide projects to provide opportunities for research, to question the rhetoric of the past and to build or expand on the knowledge base as they share their findings

2007 – 2009 FOREIGN LANGUAGE ASSESSMENT DATA ANALYSIS

Implications for the Instructional Program:

- Continue to provide every opportunity to promote the use of the language so that children become more proficient. The use of video cassettes, CD, computer programs, trips to consulates, restaurants, resource persons and celebrations will be the medium used
- Field Trips to observe cultural activities related to Spanish
- Television programs specific to Spanish language can be assigned for viewing and feedback
- Inter-related activity that include research on famous Spanish authors, singers, artists and politicians will be utilized
- Geography and social studies of Hispanic/Latin countries especially those in close proximity to the U.S.A. will be studied, the people, culture, customs will be form the basis for a comparative study
- Encourage oral and written presentations using the Spanish Language
- Practice daily communication in the language will foster fluency and appreciation for the language
- Promote enrichment activities in order to promote academic excellence and prepare a cohort of students to participate in the Foreign Language Proficiency assessment.
- Preparing projects and making presentations
- Conduct role plays to strengthen oral communication and pronunciation
- Participate in test preparation for Regents

There are no statistics available for 2009-2010.

OUR GREATEST ACCOMPLISHMENTS

MS 394 has made significant accomplishments in several areas during the 2007-2009 periods. These include:

- (A) Improvement in the NYS ELA performance indicates the following
- Of 498 students tested in 2007, our results were: Level 1 – 6.0%, Level 2 – 39.0%, and Levels 3 and 4 – 55.0%.
 - Of the 417 students tested in 2009, our results were: Level 1 – 1.2%, Level 2 – 22.5%, and Levels 3 and 4 – 76.3%.
 - These results indicate a decrease at Level 1 and Level 2 and an overall gain of 21.3% at Levels 3 and 4.
- (B) Improvement in the NYS Math performance indicates the following:
- Of 491 students tested in 2007, our results were Level 1 – 12.4%, Level 2 – 35.8%, and Levels 3 and 4 – 51.7%.
 - Of 419 students tested in 2009, our results were Level 1 – 3.1%, Level 2 – 17.2%, and Levels 3 and 4 – 79.7%.
 - These results indicate a decrease at Level 1 and Level 2, and an overall gain of 28.0% at Levels 3 & 4
- (C) Improvement in the school's Progress Report score indicates that there was progress in some areas of the progress report as follows:
- **School Environment:** our score in this category moved from 11.9 out of 15 (79.33%) to 12.6 out of 15 (84%), an increase of 5.33%
 - **Student Performance:** our score in this category moved from 21.2 out of 25 (84.8%) to 23.7 out of 25 (94.8%), an increase of 10.0%
 - **Student Progress:** our score in this category moved from 38.7 out of 60 (64.5%) to 32.5 out of 60 (54.17%), a decrease of 10.33%
 - **Additional Credit:** in this category, our score moved from 4.5 to 3.0
 - Our total score moved from 76.3 out of 100 (76.3%) to 71.8 out of 100 (71.8%), a decrease of 4.5 points (4.5 %).

Overall, MS 394 maintained its A grade from 2008 to 2009, a major accomplishment.

- (D) Our Special Education population made gains in both ELA and Mathematics from 2007 to 2009 as follows:
- Of 34 students tested in ELA in 2007, our scores were Level 1 – 55.9%, Level 2 – 35.3%, and Levels 3 and 4 – 8.8%.
 - Of 37 students tested in ELA in 2009, our scores were Level 1 – 5.4%, Level 2 – 56.8%, and Levels 3 and 4 – 37.8%. These results indicate a decrease of 50.5% at Level 1 and an overall gain of 29.0% at Levels 3 & 4
 - Of 33 students tested in Mathematics in 2007, our scores were Level 1 – 54.5%, Level 2 – 30.3%, and Levels 3 and 4 – 15.2%.
 - Of 35 students tested in 2009, our scores were Level 1 – 14.3%, Level 2 – 31.4%, and Levels 3 and 4 – 54.3%. These results indicate a decrease at Level 1 of 40.2% and an overall gain at Levels 3 and 4 of 39.1%.

(E) School-based Initiatives

Several initiatives were implemented successfully to facilitate student growth as well as maximize teacher collaboration. These initiatives include the following:

- General Education teachers were teamed with Special Education teachers to provide much needed support for our Special Education students and to foster differentiation of instruction practices.
- After the ELA test, the Science and Social Studies teachers were teamed
- Social Studies teacher in grade 6 is teamed with ELA teacher
- Teachers were paired to provide academic intervention and enrichment during a seamless hour (8:00 am – 9:00 am) from Monday through Thursday and for 22.5 minutes on Fridays
- Several instructional support programs were implemented.

(F) Support Programs

- A Teacher Data Report was provided by the New York City Department of Education. This report was used to motivate teacher performance
- The 100 Book Challenge Program was purchased and used in Grades K – 6. Students are highly motivated to read and excited about the rewards given for the steps they accomplish in reading
- The Early Childhood Assessment in Mathematics (ECAM) Program is being piloted and used as a measure for standardization from Grades K – 3
- Teachers were exposed to the scoring processes of the NYS Assessments in ELA and Mathematics
- Parent Education was enhanced in various subject areas through Parent Workshops, PTA and PAC sessions
- Continuous teacher professional development was provided on Data Awareness through the use of the following systems: ARIS, ACUITY, and nySTART, Inquiry process, teacher toolkit
- Teachers have increased their use of data to inform their delivery of effective, differentiated instruction through Inquiry process, data session every Thursday for 37.5 minutes
- There is deepening of our awareness and use of data for student seating arrangements based on the proficiency ratings of the students
- Community involvement is increasing as plans are in motion for a playground which will be equipped with Science equipment for hands-on learning for students
- Teacher involvement in Professional Development with Urban Advantage, Science Play, CUNY with the Weather Bug
- The City Council RESO Grant has enabled us to receive a second full computer lab
- Student attendance rates have improved from 2007 to 2010

AIDS AND BARRIERS

AIDS

- Disaggregation of Student data was made available in ATS, ARIS, Acuity, Scantron, and nySTART
- Training and professional development was provided at the DOE, CFN, and at school level.
- All teachers participate in the Inquiry method. Every grade has an Inquiry team. Every Thursday, teachers participate in a mandatory professional development session recognized as ‘Teacher Data Day’ .
- We have developed a document for each teacher which helps teacher to prepare for improvement in performance. It is described as 2010 Raw score +Point differencacross grade from 2010 @ PL 4+ 20 points scale score equivalent for grade gain

- Toolkits provided by DOE, teacher data reports

BARRIERS

- Teacher attitude towards using data needs to be more pro-active
- Teaching children to interpret and use their own data
- More parental involvement is needed. More parents need to attend school-based workshops to gather information and strategies which would enable them to help their children at home.
- Student punctuality for some students – several students miss the daily intervention and enrichment activities which are provided from 8:00 am to 9:00 am from Monday to Wednesday, and 8:37.5 am to 9:00 am on Thursday and Friday.

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.

SCHOOL GOALS AND OBJECTIVES

ENGLISH LANGUAGE ARTS
<p>Goal 1 A: To improve instruction and student achievement in ELA for general education students, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups by providing a comprehensive interdisciplinary literacy program.</p>
<p>Objective A 1: By June 2011, 90% of the students in K-3 will meet the NYC English Language Arts standards as measured by ECLAS 2, teacher-generated and NYS assessment.</p>
<p>Objective A 2: By June 2011, student achievement in Grade 4-8 in English Language Arts will improve by 3-5 % as measured by teacher-generated, and NYS assessments.</p>
<p>Description of Proposed Instructional Strategies for English Language Arts(that are based on scientifically based research):</p> <p>Grades K-3: All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Reading and Writing as dictated by the uniform curriculum. Grades K-3 instructional materials will comprise of classroom libraries, supplemented by month-by-month phonics and Voyager’s NYC Passport Program. Planning guides of pacing charts and alignment calendar, the 120 minute literacy block-(Balanced Literacy including daily writing activities). There will be a school-based professional development team, which includes the Principal, three (3) Title 1 Literacy Teachers, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school. There will be ongoing professional development for all teachers, coaches, and school administrators both in school and at the CFN level.</p> <p>Grades 4 – 8: All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Reading and Writing as dictated by the uniform curriculum. Grades 4-8 instructional materials will comprise of classroom libraries supplemented by a variety of genre which will be used for author studies, Read Aloud activities. The daily literacy block will include Independent Reading Independent Writing, Shared Reading, Interactive Writing, Read Aloud, Word Study and Guided Reading and Independent Practice. There will be a Professional Development Team which will include the Principal, A.P., three (3) Title 1 Reading Teachers and other essential participants who will demonstrate exemplary classroom practices to teachers in the school. There will be ongoing professional development for all teachers, school administrators,</p>

coaches both at the school and CFN level.

Professional Development:

There will be ongoing professional development activities to improve the skills, strategies and techniques of the principal, supervisors and school staff to positively impact on the level of literacy achievement of all students- including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups. By June 2011, it is anticipated that 85-90% of the staff will improve their skills and techniques in the delivery of literacy education.

There will be institutes, bi-monthly sessions, interclass/interschool visitations, ongoing coaching in the classroom, turnkey activities from CFN and other conferences at which our staff was represented to build capacity, looking at student work and having discussions centered around rubrics, comments how to improve the quality of that work. Using qualitative data from school-based observations, interviews, surveys, needs assessment to inform instruction, planning topics and executing the plan, using the principles of learning to improve teaching and learning, focusing on writing, the Workshop Model, guided reading, conferencing, independent reading, selection of literacy materials to enhance the library and developing literacy practices in all content areas.

MATHEMATICS

Goal 1 B: To improve instruction and student performance in Mathematics for general education student students, students with disabilities, economically disadvantaged, and major ethnic/racial groups through solving approach in a performance- based curriculum.

Objective B 1: By June 2011, 90% of the students in K-3 will meet the NYS Mathematics standards as measured by teacher generated and NYC curriculum assessments.

Objective B 2: By June 2011, student's achievement in mathematics from grades 4-8 will improve by 3-5 % as measured by teacher generated, NYC and NYS assessments.

Description of Proposed Instructional Strategies for Mathematics *(that are based scientifically based research):*

1. Using the Workshop Model
2. All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Mathematics. Grades **K – 5** instructional materials will comprise of Everyday Mathematics which provides students with additional support on concepts through practice problem sets and a glossary of mathematical terms, symbols and formulae. Supplemented by Math Steps, a standards-based mathematics program which promotes repeated exposure to new concepts and skills to foster mastery, which focuses on skills and strategies and will provide students with additional opportunity to develop mastery through practice.
3. Planning guide.
4. Pacing and Alignment Calendar.
5. Math block of 60 minutes – **K – 2**; 75 minutes Grades **3 - 5**.
6. Warm up exercise.
7. Teaching Lesson.
8. Ongoing learning and Practice/Math Journal.
9. Extra Practice/Enrichment.
10. Minute Math.

11. Games/Skills Practice/Test Prep.
12. Embedded Assessment/Ongoing Assessment/Product Assessment.
13. Looking at students' work/Periodic Assessment – Unit/midyear, end of year assessment.
14. Grade 6 – 7 Instructional Materials/Texts – **Impact Mathematics**, supplemented by Hot Words, Hot Topics, which supports the integration of conceptual understanding and the teaching of basic skills.
15. **Grade 8** – Impact Math and Math A
16. Pacing and Alignment Calendar.
17. 60 – 90 minute block.
18. Motivation Explore.
19. Mini Lesson: Investigate, Problem Set A – Think/Discuss – Problem Set B
20. Share and Summarize
21. On Your Own.
22. Connect/Extend.
23. Homework Skills Practice, Test Prep.
24. Intensive PD school based PD Team (Principal, full time math Coach, AP and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
25. Ongoing PD for all teachers, coaches, school administrators.
26. Basic skills, in which many of the students are deficient, will be taught within the context of all lessons and integrated throughout the curriculum areas. Additional assistance will be provided by Title I teachers in a push-in mode. Use of manipulative resources will be promoted.

Professional Development:

There will be ongoing professional development to improve the mathematical skills, strategies and techniques of the principal, supervisors and school staff to positively impact the level of mathematics achievement of all students including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups in Grades Pre K – 8. By June 2011, it is anticipated that 85-90% of the staff will improve their skills and techniques in mathematical education to improve teaching and learning. Participants will engage in activities both at the school and regional level such as reinforcing basic skills, use of games/software/web sites/ share best practices, intervisits, math forums and competitions/bowls, use of manipulatives, creating assessments, rubrics, using the principles of learning, conferencing, looking at students work to strengthen academic rigor, disaggregate data and using same to inform instruction, using performance standards, plan PD calendar and execute the plan, receive training in special programs and turnkey activities to build capacity, using the Workshop Model and all aspects of Balanced Mathematics Program

SCIENCE
Goal 1 C: To improve science achievement for all students including students in general education, ELL/LEP students, students with disabilities, economically disadvantaged, major ethnic/racial groups by fostering scientific literacy through the use of hands-on materials and experimentation
Objective C 1: By June 2011, student achievement in Science will improve by 3-5% as measured by teacher generated, NYC and NYS assessments.
<p>Description of Proposed Instructional Strategies for Science <i>(that are scientifically based research):</i></p> <p style="text-align: center;">USING THE WORKSHOP MODEL</p> <p>Enhance the teaching of Life, Earth and Physical Science through additional resources such as periodicals, books, the internet, software throughout all the grades K-8. It is evident from the last year's NYS test that hands-on experiences cannot be limited to the grade 8 test, since many of the skills tested are part of the grade 6/7 curriculum. Science content area materials should be integrated into both literacy and mathematics and not only must coordination take place, but articulation and communication activities as well. In many of the AIS sessions, materials used must be science content based, since the same students experience difficulty in reading and math as well as science. We must, throughout the year, insure that the pacing calendars correlate with uniform exams, utilize all test samplers provided by the NYS, midyear exams, science projects, teacher-made assessments are aligned to the standards.</p> <p>We must continue to enhance the resource materials in the lab and provide a common planning period for science teachers.</p> <p>Should budget permit, one of the science teachers would be programmed to become a science mentor in order to provide in classroom professional development to teachers in the department, communicate with the science supervisor, turnkey training for the entire science staff, coordinate labs as they relate to specific lessons, make purchasing list for science department materials. Secure inventory listing, make sure materials are in the proper place and insure the safety of the laboratory preparation room.</p> <p>Texts used are as follows: Grade 4 – Harcourt Brace Grade 6 – Prentice Hall - Exploring Life Science Grade 7 – Prentice Hall - Exploring Physical Science Grade 8 – Amsco – Reviewing Intermediate Level Science The Living Environment Biology Reviewing Biology – The Living Environment</p>
<p>Professional Development:</p> <p>GOAL: To improve the skills, strategies and techniques of the teaching staff to positively impact on the level of science achievement of all general education, ELL/LEP and special education students in this school.</p> <p>Objective: By June 2011, the teaching staff will participate in professional development activities focused on science education as assessed by the quality of hands-on science activities and investigations which illustrate an understanding of scientific method, science experience charts and</p>

diagrams, science fair projects and the analysis of student science data on the State Performance Evaluation Tests.

The major tasks/activities will be to provide awareness sessions on New Performance Standards in science; use a lead science teacher to turnkey staff development; analyze quantitative data from standardized test and school based tests; provide inter-visitation; attend workshops sponsored by the Region; individual conferences, grades, department, faculty agenda will be all PD activities, in class modeling and demonstrations, monthly supervisors conferences, science summer institutes, scoring training, observations, interviews, surveys, needs assessments, questionnaires and workshop evaluation forms to determine priority areas for PD, pacing charts, collaboration with Brooklyn Center For The Urban Environment, Medgar Evers College, Brooklyn Botanic Gardens and Region 6 Environmental Center. It is intended that these strategies will correct deficiencies. Intense planning for instruction will focus several strategies including cooperative learning, workshop model and different modalities and differentiated learning.

SOCIAL STUDIES

Goal 1 D: To provide instruction that is aligned to the standards in Social Studies so that students in general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups can demonstrate mastery of knowledge of the fundamental themes in history, civics, economics, and geography in our culturally diverse world.

Objective D 1: By June 2011, student achievement in social studies will improve 3-5% as measured by teacher generated, NYC and NYS assessments.

Description of Proposed Instructional Strategies for Social Studies (*that are based scientifically based research*):

USING THE WORKSHOP MODEL

- A literacy approach will be used to provide instruction in the content area of social studies.
- Independent reading/writing; read aloud; word study
- Modeling and interdisciplinary planning with ELA and Math teachers
- Planning guides and pacing schedules
- Block scheduling
- Intensive professional development school-based as well as Region 6 activities
- In addition to the recommended text – Our World’s Story, in grade 6 American Nation in grades 7 / 8 and a variety of ancillary materials: newspapers, magazines, maps
- Exploring the model Understanding By Design
- Develop goals and objectives and outcomes for student learning.

Professional Development:

GOAL: To improve the skills, strategies and techniques of the principal, supervisors and staff to positively impact on the level of social studies achievement of all students in this school.

Objective: By June 2011, all teaching staff will participate in professional development activities focused on social studies instruction. It is anticipated that at least 85-90% of the teaching staff will improve their skills and techniques in social education instruction as assessed by the quality of student research papers, reports and projects, and the analysis of social studies achievement as measured by the State assessment for Grade 8.

Some of the major tasks/activities will be: to share best practices, analyze data, modeling demonstration lessons, peer coaching , parents as partners workshops, interdisciplinary thematic approach, linking relevant resources, integration of technology, awareness of state/city standards and disaggregating data to inform instruction, developing rubrics and comments to match tasks assigned. Reading/writing in the content area of social studies.

FOREIGN LANGUAGES

Goal 1 E: To engage students (general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups) in a variety of activities which will allow them to compare, contrast, connect and celebrate communities, cultures and communication in the target language – Spanish.

Objective E 1: By June 2011, student achievement in foreign language will improve 3 – 5% as measured by teacher generated and NYS assessments.

Description of Proposed Instructional Strategies for Foreign Languages (*that are based on scientifically based research*):

1. Following a sequential curriculum
2. Practicing the spoken word through dialogue
3. The written word – vocabulary, spelling, grammar
4. Reading – short stories, poems, plays, novels
5. Singing in the Foreign Language
6. The use of Technology – computer assignments
7. Geography of country
8. Cultural investigation – cultural festival

Professional Development:

By June 2011, the teaching staff of foreign language will participate in professional development activities focused on the language instruction.

It is anticipated that the teaching staff will improve their skills and techniques in the teaching of Spanish as assessed by the quality of student research papers, reports and projects, and the analysis of student achievement as measured by teacher-made assessments for the targeted grade.

Some of the Major tasks/activities are to share best practices, analyze data and use data to inform instruction, model and perform demonstration lessons, peer coaching, parent workshops in how to assist the students in improving homework exercises, and to study for tests identifying resources and preparing inventory in the content area, developing rubrics and conferencing, looking at student work to improve teaching and learning. Looking at state assessments in the language proficiency examinations.

TECHNOLOGY
Goal 1 F: To improve and integrate Technology achievement of all students including students in general education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic/racial groups in all curriculum areas.
Objective F 1: By June 2011, student achievement in technology will improve 20% as measured by student projects and teacher generated assessments.
Description of Proposed Instructional Strategies for Career/Technical Education: In order to support literacy in all content areas, students will have numerous opportunities to work with computers in many different ways. This will include basic keyboarding, word processing, spread sheets, multimedia software use, desktop publishing, telecommunication, on-line services – internet, e-mail, distance learning, create a website /page and PC maintenance and repair through a program called DELL TECHNO. Teachers will receive professional development in basic formatting skills and desktop publishing; they will keep logs of computer use the classroom where possible as well as when the lab is used. Administrators will monitor the use of the computers as per logs, schedules and observation.
Professional Development: In order to improve the skills, strategies and techniques of the teaching staff to positively impact on the level of technology mastery of all students in this school, by June 2010, all members of the teaching staff will participate in professional development activities focused on instruction and it is anticipated that 75-80% of the staff will improve their skills and techniques in technology education as assessed by the quality of research papers, reports and projects judged by the students ability to use the computer to complete assignments. Some major tasks/activities – we will provide instruction in interdisciplinary activities and cooperative learning through the use of technology in the classroom. Provide class modeling, demonstration lessons, training in the use of hardware/software, 6-8 week strands in specific computer skill development, institutes on maintenance and repair of the computer

THE ARTS
Goal 1 G: To motivate students in general education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic/racial groups to demonstrate literacy and competence in the principles, processes and techniques of the visual arts and performing arts.
Objective G 1: By June 2011, student achievement in the Arts will improve 3-5% as measured by teacher generated and NYS assessments and/or student projects.
Description of Proposed Instructional Strategies for the Arts <i>(that are based on scientifically based research)</i> Project Arts aid the funding of the music and art programs. Following a sequential curriculum, with appropriate literacy materials, viewing and acting performances, listening to music, visiting museums and cultural institutions, inviting guest artists to provide workshops for parents, teachers and students.

Professional Development:

By June 2011, all teaching staff will participate in PD activities focused on arts education/instruction and it is anticipated that at least 90% of the teaching staff will improve their skills in art education as assessed by quality student work, portfolios, reports and projects and participation in the performing arts group in the school

Some of the tasks/activities workshops, seminars, modeling, displays, inter - visitation collaborations with museums, improved bulletin displays, functional print rich classrooms, performances for the school on a regular basis, which performances will result from teaching and learning in the classroom and related to timely lessons.

PHYSICAL / HEALTH EDUCATION

Goal 1 H: To improve the mental, physical and social health of all students including general education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic/racial groups, through communication, decision-making and physical activities.

Objective H 1: By June 2011, student achievement in Physical/Health Education will improve by 20% as measured by teacher generated, NYC Fitnessgram and NYS assessments.

Description of Proposed Instructional Strategies for Physical/Health Education:

Lessons on Family Living including HIV/AIDS and other STDs , injury prevention, body image, communication exercises, self esteem lessons, nutrition, drugs and alcohol abuse/prevention, conflict resolution, citizenship, discipline and safety, forum on gang violence, teenage pregnancy, Life Skills, peer pressure and sexual harassment.

The goal is to identify a drop in obesity rate among students, students selecting/requesting better planned nutritious foods, establishment of a Nutrition Club, After School sports program, awareness of prevention/treatment of cancer, cardio vascular care and asthma concerns.

Professional Development:

To improve the skills, strategies and techniques of the teachers responsible for teaching the subject and to create awareness for good health practices among all members of staff and students. By June 2011, all teaching staff and all students will participate in a school wide PE/HE program that will not only address the physical exercises, but also good mental health and nutritional needs. It is anticipated that 85 – 90% of the participants will benefit from this program, as measured by the awareness of good health habits, persons being more disciplined to nutritional needs and the development of the body, persons will demonstrate knowledge of the various ailments and how to practice preventative measures. Teachers will also participate in Region 6 PD sessions and city and state mandated training sessions. More members of staff will be trained in CPR/Defibrillator training.

CAREER / TECHNICAL EDUCATION
Goal 1 I: To facilitate all students including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups understanding of the relationship between academics and the real world of work, life and the community.
Objective I 1: By June 2011, student achievement in Home and Careers will improve 20% as measured by teacher generated and NYS assessments.
<p>Description of Proposed Instructional Strategies for Career Education <i>(that are based on scientifically based research):</i></p> <p>Annual presentation by guests from several career fields to all grade 6, 7, 8 students. Students receive facts about career opportunities, view films, ask questions, visit job sites, shadow craftsmen, read literature. Classroom lessons scheduled weekly for grade 7 as per NYS mandate. Participate in career exploration exercises through seminars presented by entrepreneur of BIZKIDS and BANCO POPULAR and exposure to the Stock Market. Assessed in career/technical test tools mandated by state, hands on opportunities in competitive programs, selection of high schools as a prelude to the career choices.</p>
<p>Professional Development:</p> <p>Teaching staff and counselors will participate in training activities to guide students in their career/technical training for career choices through the selection of high schools.</p> <p>Monthly guidance conferences, training to assess students as per state mandate, co-teaching exercises with partners who provide services for our youngsters, home and career teacher training for the continuous planning for the mandated course, seminars for teachers, and regional programs.</p>

PROFESSIONAL DEVELOPMENT TO PROMOTE ENRICHMENT

Goal 2: To provide enrichment activities to all students including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups by way of employing effective operational/business practices.

Objective 2: By June 2011, students will be exposed to enrichment activities through workshops, academic subjects, art, and technology. They will demonstrate skills as measured by standards used by industry, teacher generated and NYS assessments.

Description of Proposed Strategies for Enrichment:

Provide UPK with an enriched academic environment that is developmentally appropriate, experientially based, print rich and nurturing.

Provide instruction in integrating technology in the classroom

Provide instruction in the practical use of math in science

Implement technology night, curriculum exposition

Provide instruction in Princeton review

Provide instruction in online tutoring

Provide music instruction and expand the performing arts program

Provide opportunities for students to take Regents exams

Provide opportunities for staff training in the Renzulli Model for the Gifted and Talented

Professional Development:

Staff members, CFN staff and outside vendors with expertise in the areas of concentration will facilitate opportunities for continuity of instruction. Opportunities will be provided for sharing among the staff and improving their practices. These include:

- Periodic Assessment results, data
- New Victory Theatre
- Brooklyn Museum Partners Program
- Brooklyn Center for the Urban Environment
- Accelerated courses to prepare students for Integrated Algebra, Living Environment and Foreign Language Proficiency Regents examinations
- Expanding Gifted and Talented Education – looking at the Renzulli Model
- Weekly Lunch & Learns
- Monthly Teacher Conferences and weekly common preps
- Consultants, CFN and Coach, Administrators, Providers to promote Rigor, Relevance and Relationship

PARENT INVOLVEMENT

Goal 3: To strengthen and improve parent and community involvement in the overall implementation of the educational program as a means of supporting all students (general education, special education, ELL/LEP students, economically disadvantaged and major ethnic/racial groups) in their academic, personal and social growth.

Objective 3: By June 2011, parental and community involvement will increase by 20% as measured by attendance at parent meetings and workshops.

Description of Proposed Instructional Strategies for Parental Involvement:

Research shows that the more parents are involved in students school life, the stronger is the performance of the child.

School/Parent Compact

Parent Involvement Plan

Institute a program called “Parents As Research Partners”

- Parent Coordinator assigned to the school to readily assist parents in school routines, updates by way of monthly calendar, newsletters, mailings, conferences with staff as needed
- Morning and Evening Workshops to assist parents with academic support for the students and other relevant topics for family health and living as geared towards outreach for parents and foster a healthy school – home relationship
- Parent – Teacher Association; Parent Advisory Council
- Learning Leaders

Professional Development:

Ongoing parent workshops at the school as well as the district and regional level to improve the knowledge base of our parents to assist their children to improve academically, socially and psychologically. Workshops will be held at varying times of the day to facilitate their schedules, agendas, notices must be in translated versions representative of the parent/student body. There will be Title 1 Day, classroom lessons that would engage parents during the process in order for them to be better able assist their children at home. PTA/PAC/SLT training sessions, surveys, planning sessions where parents can have input besides in the SLT.

STUDENT SUPPORT SERVICES
Goal 4: To provide student support services to all students in need, including general education, special education, ELL/LEP students, economically disadvantaged and major ethnic/racial groups in their academic, personal and social growth.
Objective 4: By June 2011, at risk students will receive needed services as measured by records of identification and delivery of services and the reduction in the number of student incidents and referrals.
<p>Description of Proposed Instructional Strategies for Career/Technical Education: Classroom and group instruction via adolescent, peer development curriculum workbooks.</p> <ul style="list-style-type: none"> • Provide group guidance activities via class discussion, video and creative writing and expression (arts). • Individual and small group consulting discussion and interview, interest inventory • Provide school wide activities such as career month, career day, trips to high schools and universities, school fair, high school articulation meeting with students and parents.
<p>Professional Development:</p> <ul style="list-style-type: none"> • Teachers are informed via common prep periods/during professional development about articulation and school wide Career/Technical activities • Teaching Strategies for Alternative Learners – consulting with teachers on students needs/assessment/management • Support services for guidance counselors as provided by the Region

OTHER IDENTIFIED AREAS – UPK PROGRAM
Goal 5: To provide for all students, general education, ELL/LEP, students with disabilities, economically disadvantaged, and major ethnic/racial groups in UPK with an enriched academic environment that is developmentally appropriate experientially-based, print rich and nurturing.
Objective 5: By June 2010, the students in UPK will meet high literacy standards that they read at or above grade level, and they will meet mathematics expectations that will enable them to perform mathematics skills at or above the standards set for their grade.
<p>Description of Proposed Strategy/Program: An enriched academic program in which students will be guided to develop a methodology for approaching different activities to develop memory skills, follow directions, persist at a task, identify the materials and steps needed to carry out an activity, evaluate and correct their own work. They will be given many opportunities for systematic observation and hands-on investigation of both the living and material world and enhancing their appreciation of science as telling stories about how nature works; there will be opportunities for students to develop an inner sense of time essential to understand reference point for future instruction in the subject matter discipline of history, personal autonomy, which requires them to be able to organize time, monitor behavior, independently accomplish given activities throughout the day, week and so on, being to look at basic geographic features.; the program will be able to assist the students to display interpersonal, social skills essential to interacting with others, such as the give and take of being part of a group and the need to sometimes delay or defer their own immediate desires; provide activities to aid the development and refine motor coordination skills and related movement activities that extend and refine notions of body image and the body’s capabilities.</p>

Professional Development:

Improvement of skills, strategies and achievement techniques of the school staff to positively impact on the quality of instruction in all subject areas for students in this Early Childhood program. It is anticipated that by June 2011, at least 90% of the participants will improve their skills and techniques and that the professional development activities will focus on literacy, mathematics, social studies, science, the arts instruction, social, physical and academic development of the young child.

	<p>Responsible staff members Principal, A.P, classroom teachers (including cluster teacher, CFN support staff, Title 1 Reading teacher, ESL teacher, Special Education teacher, and paraprofessionals)</p> <p>Implementation timelines Begin September 8, 2010 – June 2011 Monday – Friday 120 – minute Literacy Block daily</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Resources</p> <ul style="list-style-type: none"> • 2 G1 teachers (\$73,459 TL DRA stabilization x 2) • 1 G1 teacher (\$73,459 TL FSF x 1) • 3 G3 teachers (\$73,459 TL FSF x 3) • 1 G2 teacher (ATR \$78,885) • 1 G2 teacher (\$73,459 TL FSF) • 1 G2 teacher (\$94,280) <ul style="list-style-type: none"> • Tule I ARRASUP \$12,767 + • TL School Support \$81, 505 + • TL FSF \$7 <p>With fringe</p> <ul style="list-style-type: none"> • 1 Cluster Quota (\$73,459 TL FSF x 1) • 1 Cluster Quota (\$81,559 x 1) <ul style="list-style-type: none"> • T II A Supplemental \$12,451 + • TL FSF \$49,849 + • TL School Support \$19,259 <p>With fringe</p> <ul style="list-style-type: none"> • 1 Supplementary Read teacher (\$90,605) <ul style="list-style-type: none"> • TL FSF Legacy Teacher Supplemental \$23,485 + • TI SWP \$13,813 + • C4E \$53,307 <p>With fringe</p> <ul style="list-style-type: none"> • 2 K teachers (\$73,459 TL FSF x 2) • 1 K teacher (\$98,663 T II A Supplemental x 1)

	<ul style="list-style-type: none"> • 1 Cluster Quota (\$73,459 TL FSF x 1) • Uniform Curriculum materials – classroom libraries/other resources • Tax Levy supplies general approx. (\$17,631) • All staffing are scheduled 8:00 am – 2:58 pm, Mondays – Thursdays and 8:38 – 2:58 on Fridays • Library support (\$73,459 TL FSF) • Text books (\$14,499 TL NYSTL)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence of growth in reading fluency, vocabulary usage, selection of genre/books, quality of reading response as measured by ongoing teacher assessment. ECLAS 2 assessment, growth in writing, increasing independence in reading/writing, growth in level of social interaction, review of portfolios 85-90% of the students meeting NYS standards, NYS practice assessments, periodic assessments for Grades 3-8.</p> <p>15 – 20 point increase in EPAL 2 / EPAL 3</p>

Subject/Area (where relevant):

ENGLISH LANGUAGE ARTS

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve instruction and student achievement by 3-5% in English Language Arts for general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups</p> <p>Objective A1: By June 2011, 90% of the students in K-3 will meet the NYC English Language Arts standards as measured by ECLAS 2, teacher- generated and NYS assessment</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none">• Theme based instruction aligned to State/City Standards will provide activities for social interactions. Team planning approach involving mini lessons, strategy skills teaching lessons in phonemic awareness, phonics, activities to engage students in speaking, listening, reading and writing, individual and small group instruction book reports, shared, guided and independent reading and writing, vocabulary development, journal writing, interactive read aloud discussion group• Develop extensive classroom library learning centers• Develop and monitor student’ portfolios, writing journals, reading logs and promotional folders• Analyze teacher generated tests and look at students’ work• Promote frequent library visits (school/community), library card drive• Read 25 books• Participate in 100 Book Challenge Program• Use of Principles of Learning and practicing Rigor, Relevance and Relationships as they relate to Bloom’s Taxonomy• Ongoing and embedded professional development <p>Target populations All kindergarten through grade 3 students in general education / ESL education, students with disabilities, economically disadvantaged, and major ethnic/racial groups.</p> <p>Responsible staff members Principal, A.P Literacy/AP in charge of Department, classroom teachers (including cluster teacher, CFN support staff, Title 1 Reading teacher, ESL teacher, Special Education teacher, and</p>

	<p>paraprofessionals</p> <p>Implementation timelines Begin September 8, 2010 – June 2011 Monday – Friday 120 – minute Literacy Block daily</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources</p> <ul style="list-style-type: none"> • 2 Grade 1 teachers (\$73,459 TL DRA stabilization x 2) • 1 Grade 1 teacher (\$73,459 TL FSF x 1) • 3 Grade 3 teachers (\$73,459 TL FSF x 3) • 1 Grade 2 teacher (ATR \$78,885) • 1 Grade 2 teacher (\$73,459 TL FSF) • 1 Grade 2 teacher (\$94,280) <ul style="list-style-type: none"> • Tule I ARRASUP \$12,767 + • TL School Support \$81, 505 + • TL FSF \$7 <p>With fringe</p> <ul style="list-style-type: none"> • 1 Cluster Quota (\$73,459 TL FSF x 1) • 1 Cluster Quota (\$81,559 x 1) <ul style="list-style-type: none"> • T II A Supplemental \$12,451 + • TL FSF \$49,849 + • TL School Support \$19,259 <p>With fringe</p> <ul style="list-style-type: none"> • 1 Supplementary Reading teacher (\$90,605) <ul style="list-style-type: none"> • TL FSF Legacy Teacher Supplemental \$23,485 + • TI SWP \$13,813 + • C4E \$53,307 <p>With fringe</p> <ul style="list-style-type: none"> • 2 K teachers (\$73,459 TL FSF x 2) • 1 K teacher (\$98,663 T II A Supplemental x 1) • 1 Cluster Quota (\$73,459 TL FSF x 1) • Uniform Curriculum materials – classroom libraries/other resources • Tax Levy supplies general approx. (\$17,631) • All staffing are scheduled 8:00 am – 2:58 pm, Mondays – Thursdays and 8:38 – 2:58 on

	<p>Fridays</p> <ul style="list-style-type: none"> • Library support (\$73,459 TL FSF) • Text books (\$14,499 TL NYSTL)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence of growth in reading fluency, vocabulary usage, selection of genre/books, quality of reading response as measured by ongoing teacher assessment. ECLAS 2 assessment, growth in writing, increasing independence in reading/writing, growth in level of social interaction, review of portfolios 85-90% of the students meeting NYS standards, NYS practice assessments, periodic assessments for Grades 3-8.</p> <p>15 – 20 point increase in EPAL 2 / EPAL 3</p>

Subject/Area (where relevant):

ENGLISH LANGUAGE ARTS

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve instruction and student achievement in ELA for general education students, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups by providing a comprehensive interdisciplinary literacy program.</p> <p>Objective A2: By June 2011, student achievement in Grade 4-8 in English Language Arts will improve by 3-5 % as measured by teacher-generated, and NYS assessments</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none"> • Balanced Literacy Approach • Utilize the Workshop Model in the 120-minute Literacy Block for grades K-4 and the 90-minute Literacy Block for grades 6-8. • Reduce class size by utilizing the Push In model with the Title 1 Reading teacher • Promote literacy practices in all curriculum areas

- Develop and strengthen Word attack skills, sight vocabulary and structural analysis.
- Use of Principles of Learning and practicing Rigor, Relevance and Relationships as they relate to Bloom’s Taxonomy
- Curriculum alignment with City/State Performance Standards.
- Augment practices in test sophistication and data driven instruction
- Plan AIS – extended day, vacation school, EIS mandated for all students, Monday - Thursday
- Sanction parent-teacher and student book clubs
- Integrate computer technology throughout the curriculum
- Program library lessons to promote research, storytelling, spelling bee, reading bee, book club, how to use the catalog file, classification skills, access media resources, foster a lifelong love for reading
- Assign the reading of 25 books with at least 4 in one subject, by a single author or in the same genre.
- Continue the 100 Book Challenge Program in Grades 4 and 5
- Teach note taking strategies, and give opportunities for students to construct meaning from text through interpreting and responding as critical thinkers
- Develop and monitor students’ portfolios, writing journals, reading logs and promotional folders
- Analyze teacher developed tests, Interim assessments, city and state tests and looking at students’ work to plan and deliver instruction
- Continuous use of data to inform instruction
- Continue block programming – use of the 90 minute block in ELA
- Ongoing and embedded professional development
- Action research – Inquiry Team

Target populations

All grades 4-8 general education students, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups

Responsible Staff members

Principal, A.P Literacy/AP in charge of Department, classroom teachers (including cluster teacher, Title 1 Reading/Mathematics/Technology, Science and Social Studies teachers, counselors, parent coordinator, librarian, and CFN support staff, and paraprofessionals.

	<p>Implementation timelines September 8, 2010 – June 2011 Monday – Friday 90 minute - 120 minute Literacy Blocks</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • 3 Grade 4 teachers (\$73,459 TL FSF x2) • 1 Grade 4 teacher (\$73,459 x1) • 1 Cluster Quota (\$73,459 TL FSF x1) • 2 Grade 5 teachers (\$73,459 TL FSF x2) • 1 Grade 5 teacher (\$73,459 TL 09 C4E CTT x1) • 1 Grade 6 teacher (\$73,459 TL 09 C4E x1) • 2 Grade 6 teachers (\$73,459 TL ARRA SWP x2) • 1 Grade 7 teacher (\$73,459 TL FSF x1) • 2 Grade 8 teachers (\$73,459 TL FSF x2) • 2 Title 1 Reading teacher (\$73,459 TL FSF x2)cher (\$98,663 Title 1 SWP x2) • Uniform curriculum materials (DOE provided) ESL teacher Support services • Classroom libraries • Resource Room Teacher (\$73,459 TL IEP Teacher x1) • 2 Inclusion Sp. Ed. Teacher (\$69,056 x 2) • Library support (\$73,459 TL FSF x1) • Text books (\$14,499 TL NYSTL) • 3 Para (\$30,679 TL IEP Para x3) • 1 Para (\$35,040 TL FSF x1) • 1 Para (\$34,540 TL FSF x1) • 1 Para (\$44,994 Idea IEP Para x1) • 1 Para (\$30,627 TL FSF x1)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 15-20 points increase on the 2011 NYS ELA, moving students from Levels 1 & 2 to Levels 3 & 4. • Students will show significant gains in reading and listening comprehension and writing fluency and will advance their performance by 1-2 levels on the 2009 NYS assessments. • Benchmark assessments / Interim assessments will show improvement. • Individual reading incentives portfolio assessment.

	<ul style="list-style-type: none"> • Classroom teacher-made-tests • Practice tests, nySTART, ITAs, Predictive and quarterly assessment reports, • Culminating activities/performances, • Portfolios / project based assessments (including exit for grade 8) • Increase in use of Accountable Talk/Academic Rigor. • Following school and interim assessment calendar for 2010-2011
--	---

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve instruction and students’ performance in Mathematics for general education students, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups through a rigorous problem-solving approach in a Performance- based curriculum.</p> <p>By June 2011, 90% of the students in K-3 will meet the NYS Mathematics standards as measured by teacher generated and NYC curriculum assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none"> • Balanced Mathematics Approach – utilizing the Workshop Model • Literacy practices across the curriculum • Develop libraries in the mathematics classroom • Use of visual/auditory/manipulative materials that aid the development of patterns/classification, number/number sense, algebra, measurement, geometry, statistics and probability skills. • Data driven instruction – analyzing teacher-made assessments and curriculum-based unit exam and other materials • Integration of technology • Test sophistication, interim assessments, unit exams • Curriculum alignment with City and NYS Performance Standards • Principles of Learning • Use of Bloom’s Taxonomy to promoting Rigor / Relevance and Relationship • Ongoing and embedded professional development • Develop and monitor students portfolios, math journals, conference logs, and promotional folders

	<ul style="list-style-type: none"> • Analyzing students’ work to plan and deliver instruction • Plan AIS – extended day, vacation school, EIS mandated for 10 students in Grades K – 1 and for all students in Grades 2 - 3, Monday - Thursday • Continue the 90 minute block in mathematics • Teach the essentials of literacy <p>Target populations All students grades from K - 3 in general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups</p> <p>Responsible staff members AP in charge of each grade, AP in charge of Mathematics, Principal, Math Coach, Classroom Teacher, Service Providers, Resource Room/ESL teachers, Title I technology, mathematics, literacy teachers, paraprofessionals, CFN Support staff and SBST</p> <p>Implementation timelines September 8, 2010 – June 2011. Daily 90 minutes block, 5 periods a week.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • 2 G1 teachers (\$73,459 TL DRA stabilization x 2) • 1 G1 teacher (\$73,459 TL FSF x 1) • 3 G3 teachers (\$73,459 TL FSF x 3) • 1 G2 teacher (ATR \$78,885) • 1 G2 teacher (\$73,459 TL FSF) • 1 G2 teacher (\$94,280) <ul style="list-style-type: none"> • Tule I ARRASUP \$12,767 + • TL School Support \$81, 505 + • TL FSF \$7 • With fringe • 1 Cluster Quota (\$73,459 TL FSF x 1) • 1 Cluster Quota (\$81,559 x 1) <ul style="list-style-type: none"> • T II A Supplemental \$12,451 + • TL FSF \$49,849 +

	<ul style="list-style-type: none"> • TL School Support \$19,259 With fringe • 1 Supplementary Read teacher (\$90,605) <ul style="list-style-type: none"> • TL FSF Legacy Teacher Supplemental \$23,485 + • TI SWP \$13,813 + • C4E \$53,307 With fringe • 2 K teachers (\$73,459 TL FSF x 2) • 1 K teacher (\$98,663 T II A Supplemental x 1) • 1 Cluster Quota (\$73,459 TL FSF x 1) • Uniform Curriculum materials – classroom libraries/other resources • Tax Levy supplies general approx. (\$17,631) • All staffing are scheduled 8:00 am – 2:58 pm, Mondays – Thursdays and 8:38 – 2:58 on Fridays • Library support (\$73,459 TL FSF) <ul style="list-style-type: none"> • Text books (\$14,499 TL NYSTL) • Math Coach (\$86,061 *many*) • Everyday Math / Math Steps • Materials provided by DOE uniform curriculum • Pilot program – ECAM • Library support • Text books (\$14,499 TL NYSTL)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Ongoing teacher assessment/coach • Improved grades on report cards • Teacher made tests/unit exams • Journals/logs • Portfolios <p>Observations – improvement in the delivery of instruction and improved student grades</p>

MATHEMATICS

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve instruction and student performance in Mathematics for general education students, LEP/ELL students, students with disabilities, economically disadvantaged, and major ethnic/racial groups through a rigorous problem-solving approach in a Performance-based curriculum.</p> <p>By June 2011, student’s achievement in mathematics from grades 4-8 will improve by 3-5 % as measured by teacher generated, NYC and NYS assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none"> ▪ Standards based instruction in Mathematics – using A Balanced Mathematics Approach and the Workshop Model ▪ Program activities in a 90 minute block. ▪ Literacy practices across the math curriculum ▪ Test sophistication and data driven instruction, Predictive and ITA assessments, NYC/NYS assessments ▪ Use of Bloom’s Taxonomy to promoting Rigor / Relevance and Relationship ▪ Curriculum alignment with State Performance Standards ▪ Utilize the Principles of Learning ▪ Action Research – Inquiry Team ▪ Integrate technology in the mathematics curriculum. ▪ Plan AIS – extended day, vacation school, EIS mandated for all students, Monday - Thursday ▪ Ongoing and embedded professional development ▪ Pilot program – VMath in Grades 4, 7 & 8. ▪ Providing hands-on opportunity for students to apply Mathematical experiences to plan, and execute the plan for designing the school yard playground project <p>Target populations All grades 4-8 general education students, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups.</p> <p>Responsible staff members</p>

	<p>AP Math, Principal, Teachers of Mathematics, Math Coach, AP in charge of grade, Service Provider, paraprofessionals, technology specialist – Title I, and paraprofessionals.</p> <p>Implementation timelines September 8, 2010 – June 2011 Grade 4: 75-90 minute block daily Grades 6-8: 45 – 90 minute blocks to a total of 8 periods.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Software (\$6,633 TL NYSTL Software) • Websites (www.nysed.gov , http://schools.nyc.gov/default.htm) • Teachers of Mathematics • General supplies (\$17,631 TL FSF) • Pacing guides • Push-in Supplemental (\$98,663 x 1– Title 1 SWP + Fringe) • One (1) Paraprofessional (1x \$30,679 – IDEA IEP Para Funding) • One (1) Paraprofessional (1 x \$34,540 TL FSF) • Paraprofessional IEP Crisis (\$30,679 TL IEP Para) • Grade 4 – 3 teachers (3 x \$73,459 – *many*) • Grade 4/5 SC class – 1 teacher (1 x \$73,459 – *many*) • Grade 5 – 2 teachers (\$73,459 TL FSF x2) • Grade 6 – 1 teacher (1 x \$77,010 – Tax Levy Fair Student Fund) • 1 Grade 5 teacher (\$73,459 TL 09 C4E x1) • 1 Grade 7 teacher (\$73,459 TL FSF x1) • 1 Grade 8 teacher (\$73,459 TL FSF x1) • Math Coach (\$38,090 – Contract for Excellence + \$57,614 – Title 1 SWP) • Library support (\$73,459 TL FSF) • Text books (\$14,499 TL NYSTL) • Architect plus Design Team from Trust for Public Land in designing the schoolyard playground – funding – private donation
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • DOE interim assessments by CTB McGraw Hill • Teacher made school wide Assessments • City and State Assessments • 5-week unit tests • Increased use of computers, software, internet

	<ul style="list-style-type: none"> • Journals, logs, portfolios, book reports • Projects (exit, other) • 15-20 point increase on scale score on standardized tests • Improved teacher observation reports • Class presentations/share – students more eager to share with confidence • Increased use of mathematical language/become mathematical explorers • Reduction in number of students scoring in levels 1 & 2 • Increased number of students scoring in levels 3 & 4 • 3 % - 5% of the students in Grades 4- 8 will improve their competency in math • Increase in the number of students scoring at levels 3 & 4. • Teachers participating in action research – Inquiry Team • Students publishing individual math research informally • Teachers will form study groups and video tape lessons for best practice. • Develop a rewards system using concepts learned are applied to everyday life in Everyday / Impact Mathematics • Development of mathematics centers
--	---

Subject/Area (where relevant):

SCIENCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve science achievement for all students including students in general education, ELL/LEP students, students with disabilities, economically disadvantaged, major ethnic/racial groups by fostering scientific literacy through the use of hands-on materials and experimentation</p>
--	---

	By June 2011, student achievement in Science will improve by 3-5% as measured by teacher generated, NYC and NYS assessments.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none"> • Apply scientific method, use scientific knowledge to solve problems, improve scientific investigation, using pictures, graphs, charts, tables to increase knowledge and aid presentations in the 45 - 90-minute block • Design and carryout science experiments to test hypothesis on a weekly basis, analyze data, and write reports. • Prepare for the NYS assessments. • Increased practice of using scientific vocabulary and utilizing Bloom’s Taxonomy to promote Rigor/ Relevance and Relationships • Literacy practices across the curriculum. • Celebrate children’s work through science fair, exit projects • Integrate technology in the subject area and use of Internet – prepare software inventory • AIS and use of alternative teaching strategies / EIS Mon – Thurs for 37.5 mins • Curriculum alignment to State Performance Standards • Grades K-3 – hands on experimentation to concretize the theory, scientific awareness. • Grade 4-6 – Life science accelerated activities classification, organization of living things, study of systems, heredity • Grade 7 – Accelerated course of study – Forces/Motion/Work • Grade specific laboratory experiments, analyze data, draw conclusions, prepare projects • Workshop Model in a 45 – 90 minute block • Promote Field trips and participation in Science Bowl • Grade 8 accelerate program to include Living Environment • Ongoing embedded professional development for teachers • Continuous use of data to inform instruction • Setting up science play equipment in school yard as per Trust for Public Land • Setting up Weather Bug Station on school’s roof as per Trust for Public Land Program NOAH <p>Target Populations All students K-8 including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups.</p>

	<p>Responsible staff members AP, Principal, teachers of science – General/ESL/Special Ed., mathematics coach, CFN Support Staff, Title 1 Reading/Mathematics/Technology teachers and paraprofessionals.</p> <p>Implementation Timelines Begin September 8, 2010 – June 2011 Grade 3/4 – 5 times weekly; grade K-2 – 3 times a week; grade 6/7 - 5 periods a week; grade 8 - 8 to 10 periods a week (to facilitate preparation for Living Environment) 45 minute periods to 90 minute periods a day.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • In the Elementary Grades, classroom teachers teach science. • Design team from special funding from SCA to Trust for Public Land, NOAH and Science Play Organization • Grade 4 receives additional support from licensed science teachers • Grades 6-8: 3 teachers (\$73,459 TL Fair Student Fund Title I ARRA SWP + \$96,566 *many* + \$73,459 TL FSF)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Improved presentation of HW exercises/assignments • Improved laboratory reports/oral reports/research projects • Increased participation in science fair / high level selection of topics for projects and finished product • Exit project completed on time • Results grade 4/8 and 8 NYS test of Evaluation of Science • Improvement in Math/ELA activities e.g. graphing, listening • Performance/Portfolio Assessment concepts and knowledge • Participation in Urban Environment Program Activities including parent involvement in family activities • Ongoing professional development by DOE / VA / CFN and school participation in these activities • Journals, observations

Subject/Area (where relevant):

SOCIAL STUDIES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide instruction that is aligned to the standards in Social Studies so that students in general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups can demonstrate mastery of knowledge of the fundamental themes in history, civics, economics, and geography in our culturally diverse world.</p> <p>By June 2011, student achievement in social studies will improve 3-5% as measured by teacher generated, NYC and NYS assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • Curriculum alignment with State Social Studies and ELA Standards and Principles of Learning • Apply Bloom’s Taxonomy in teaching strategies to promote Rigor, Relevance and Relationship • AIS – before school, after school, vacation school • Integrating computer technology into the content area • Exit projects • Block scheduling utilizing the 45 - 90 minute block • Analyze information, Define facts from opinion, Extrapolate indicators for future development, • Explain author’s purpose, demonstrate ability to use artifacts and alternative types of media of primary and secondary sources, internet, cartoons, Ancillary books/magazines • Explain fundamental similarities and differences among major economic/social/political systems and how these systems operate in an independent world; analyze the effects of geography on the development of cultures. • Incorporating skill of the week, connect social studies to self , to text and to world • Provide appropriate supplies and materials to supplement curriculum • On going professional development provided by DOE Curriculum for grade level planning and execution of the plan • Administrator conducting planning sessions and monitoring teaching strategies • Plan field trips, mock trial, elections and debates • Students working with Design Team from Trust for Public Land NOAH and Science play on developing a plan and executing the plan of building the playground in our schoolyard, a weather station and science play flagships

	<p>Target populations All grades K-8 students in general education, ELL/LEP students, students with disabilities, economically disadvantaged, major ethnic/racial groups</p> <p>Responsible staff members AP social studies/AP in charge of ESL teachers, and parent coordinator to develop home-school plan</p> <p>Implementation timelines September 8, 2010 – June 2011 Grade K-4 – 1-2 period a week for 45 minutes, Grade 5 4periods a week Grade 6-8 – 5 periods a week in 45-90minutes block.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • AP – classroom teachers • Cluster in ELL • Textbooks, maps, overhead projectors transparencies trips cassette players, videos • Paraprofessionals • CFN Support • 2 cluster teachers (1 x \$73,459 TL FSF *many* + 1 x \$98,633 C4E x1) <ul style="list-style-type: none"> a. Special funding by SCA to Trust for Public Land, NOAH and Science Play in building the schoolyard playground • In the elementary section of the school, HR teachers teach Social Studies
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher made assessments, gains in NYS assessment, puzzles, monthly chapter unit tests and projects, department tests, oral/written projects improved performance on mid-year assessment/homework/class work • Display bulletin boards • Oral and written reports from interviews, books read, selected programs related to history. • Improved grades in interim assessments including mid-term and final exams. • Better projects, displays diorama. • Portfolios shoeing academic development, conceptualization and persuasive techniques. • Improved class work, homework, reports, and research papers. • Movement of 50% Level 1 to 2: 40% Level 2 to Level 3

Subject/Area (where relevant):

FOREIGN LANGUAGE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To engage students (general education, ELL/LEP, students with disabilities, economically disadvantaged and major ethnic/racial groups) in a variety of activities which will allow them to compare, contrast, connect and celebrate communities, cultures and communication in the target language – Spanish.</p> <p>By June 2011, student achievement in foreign language will improve 3 – 5% as measured by teacher generated and NYS assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none">• Use of text, written materials, dialogues , posters, songs, music to enrich the language experience, Oral and written presentation, accountable talk, group assignments aligned to state standard - materials must be authentic and activities student – centered• Continued professional development for the teacher• Research on countries and famous Spanish/Hispanic personalities,• Converse about specific cultural aspects – special holidays, food, music and dance, birthday celebrations• Continuous opportunities to use the language fluently.• Provide opportunities to promote listening, speaking, reading and writing to develop language skills <p>Target populations All grades K-8 students – general education students, ELL/LEP students, students with disabilities, economically disadvantaged, major ethnic/racial groups</p> <p>Responsible staff members AP social studies/AP in charge of ELL teachers, Principal, classroom teachers to participate in promoting cultural activities, Foreign Language teachers, and parent coordinator develop home-school plan</p>

	<p>Implementation timelines September 8, 2010 – June 2011 Grade K – 4: 1 period a week for 45 minutes language and or cultural opportunity Grade 6 – 8: 4 periods a week in single 45 or two 90-minute block.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • AP – classroom teachers • Cluster in ELL (\$60,846 TL ASA for AA x1 – TL Fair Student Fund) • Textbooks, maps, overhead projectors transparencies trips cassette players, and videos • Foreign Language teacher (1 x \$73,459 – TL Fair Student Fund) • CFN Support staff
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher made assessments, gains in NYS assessment, puzzles, monthly chapter unit tests and projects, department • Tests, oral/written projects improved performance on mid-year assessment/homework/class work • Display bulletin boards • Oral and written reports from interviews, books read, selected programs related to language and history. • Improved grades in interim assessments including mid-term and final exams. • Better projects, displays diorama. • Portfolios showing academic development, conceptualization and persuasive techniques. • Improved class work, homework, reports and research papers. • Movement of 50 % Level 2 to Level 3 as evidenced in the oral / written use of the language

Subject/Area (where relevant):

TECHNOLOGY

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve and integrate Technology achievement of all students including students in general education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic/racial groups in all curriculum areas.</p> <p>By June 2011, student achievement in technology will improve 20% as measured by student projects and teacher generated assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none">• Provide weekly instruction and practice through the integration of technology in all curriculum areas – which will include word processing, preparing spreadsheets, use of multimedia software, desktop publishing, telecommunication – online services internet using web quest, email, distance learning, create a website/page/web design using Dreamweaver• Continue to outfit every classroom with computers trying to fulfill a goal of 4 machines per classroom• Set up mini labs in the library for media center• Set up mini labs in the AIS room to provide access for intervention strategies• Plan for establishing a new lab site• Students will be able to prepare project work, complete assignments, become efficient at digitalized project work and power point through the utilization of all technology skills taught. Develop a school wide standard that all teachers request of students that their work must be submitted to meet the specifications of a rubric in computer technology.• Performing test taking strategies in ELA/Math on the Scantron EdPerformance Series (Grades 4, 7, & 8) <p>Target population(s) All grades K-8 students in general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups</p>

	<p>Responsible staff members AP in charge of technology education/AP in charge of teachers in other disciplines, math coach and parent coordinator to develop home-school plan</p> <p>Implementation timelines</p> <ul style="list-style-type: none"> • September 8, 2010 - June 2011 • Grade K - 5: all classroom rotation opportunities as per schedule • Grade 6 - 8: every opportunity for utilization of lab resources and functional equipment in the classroom. • Set additional schedule as per need for writing assignments, projects and access in general satisfying timeline in lab • 45 minute periods to 90 minute periods in daily class schedules as in classroom
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • AP – classroom teachers including clusters, math coach, books and resources for classroom library, projectors transparencies trips cassette players, videos • Cameras, paper, cartridges, diskettes, teacher, T1 teacher, NYSTL funds for hardware/software • Technology teacher (\$96,566 *many*) • Software (\$6,633 - TL NYSTL Software) • Hardware (\$7,603 TL NYSTL Hardware) • City Council Award (\$146,000 for technology lab)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher made assessments, gains in NYS assessment, monthly changes in displays of student work, projects, department oral/written projects improved performance on mid-year assessment/homework/class work • Display bulletin boards • Oral and written reports from interviews, books read, selected programs related to history. • Improved grades in interim assessments – Scantron’s EdPerformance Series and including mid-term and final exams. • Better projects, displays diorama • Portfolios showing academic development, conceptualization • Improved class work, homework, reports and research papers. • Movement in performance levels on NYS assessments—from Levels 1 and 2 to Levels 3 and 4

	<ul style="list-style-type: none"> Completed projects that meet the standards assessed by using rubrics prepared cooperatively by teachers and students
--	--

Subject/Area (where relevant):

THE ARTS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To motivate students in general education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic/racial groups to demonstrate literacy and competence in the principles, processes and techniques of the visual arts and performing arts.</p> <p>By June 2011, student achievement in the Arts will improve 3-5% as measured by teacher generated and NYS assessments and/or student projects.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none"> Create and communicate arrange of symbols and ideas using knowledge of structures and functions of visual arts Identify artists and masterpieces Write reports and research papers and works of famous artists , art in relation to history and culture Identify various genre of an art style through the use of slide pictures Evaluate and respond to the characteristics of works of art and create art work that reflect various artistic genres and eras Provide for ongoing work with consultants of PROJECT ARTS, and through the CFN, New Victory Theatre and other Arts organizations, developing monologues and short scenes from their materials collected, and provide opportunities to act out stories from books read Develop complex choreographing skills as well as advanced dance techniques – Tap, Modern Dance, participate in dance interwoven with major school events – Black History celebration, school concerts school plays Formation of a chorus, , with intensive instruction in voice training Provide opportunity for Keyboard instruction and exploring opportunities to incorporate steel pan into the music program of the school.

	<p>Target populations All grades K-8 students in general education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic/racial groups</p> <p>Responsible staff members AP in charge of the Arts and parent coordinator to develop home-school plan and teachers of the Arts.</p> <p>Implementation timelines September 8, 2010 – June 2011 Grades K - 8 will have some form of arts program with consistency being visual arts in grades 1-6, special needs classes and the classes to which ELL/LEP students are assigned</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • AP, Art cluster (1 x \$73,459 *many*), books to build a classroom library, overhead projectors, transparencies, cameras, art supplies, admission to trips, cassette players, videos, costumes, playwright materials • Classroom teachers who have expertise in various aspects of the Arts will incorporate activities into daily instruction and set up special activities for seasonal and other arrangements • Working with New Victory Theatre in several programs • Working with CFN support staff for the Arts
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Portfolio assessment, teacher-made assessments, special presentations, school exhibitions, and invited as well as DOE advertised activities • Oral history project, scripts and reviews of plays, audience response to student performances, chorus presentation, interschool/interclass competitions • Number students accepted to specialized high schools • Participation in music, drama, visual arts programs at various institutions • Participation in the designing and execution of plan for building a playground in the school yard • Increased participation through trips to Arts Institutions • Increased reading in classic literature

Subject/Area (where relevant):

PHYSICAL EDUCATION / HEALTH EDUCATION

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve the mental, physical and social health of all students including general education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic/racial groups, through communication, decision-making and physical activities</p> <p>By June 2011, student achievement in Physical/Health Education will improve by 20% as measured by teacher generated, NYC Fitnessgram and NYS assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none">• Curriculum alignment with State and City Physical/Health Education performance standards• Provide alternative teaching strategies as part of an accommodation plan, consult with PT teacher• Lessons on Family Living , HIV/AIDS and other STDs, injury prevention, body image, communication exercises, self esteem lessons, nutrition, drugs and alcohol abuse and prevention, conflict resolution, lessons on citizenship, discipline and safety• Weekly physical education activities• Vision screening• Ongoing professional development for teachers of PE / HE and classroom teachers as given by the DOE <p>Target populations All grades Pre K-8 students in general education, ELL/LEP students, students with disabilities, economically disadvantaged and major ethnic/racial groups</p> <p>Responsible staff members AP in charge of physical education, health education, teachers, parent coordinator for home school plan</p> <p>Implementation timelines September 8, 2010 – June 2011 Grade K-4 – 1period a week for 45 minutes in the gymnasium, P.E. instruction Grade 6-8 – 2 periods a week in 90minutes block in gymnasium, P.E. instruction Daily activities done as instructed by classroom teacher trained through NIKE GO</p>

	PLAY program
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • AP in charge • 2 Physical Education teachers (2 x \$73,459 TL Fair Student Fund) • Additional support in H.E. by ATR – DOE Centrally Funded • Science teachers already assigned under the Science Action Plan who are programmed for some aspects of H. E. • Tax Levy, materials, after school program in sports
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Teacher made assessments, gains in NYS assessment • Fitness performance • Change in eating habits, formation of a nutrition club, • Improved grades in P.E. and H. E teacher assessments • Performance assessment • Participation in city wide activities, intramural sports and competitive performances at various community activities • Participation in Project CHAMPS • Fitnessgram results showing improvement in student development • Participation in competitive sports as intramural competitions

Subject/Area (where relevant):

CAREER / TECHNICAL EDUCATION

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To facilitate all students including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups understanding of the relationship between academics and the real world of work, life and the community</p> <p>By June 2011, student achievement in Home and Careers will improve 20% as measured by teacher generated and NYS assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none">• Curriculum alignment with State Standards and Principles of Learning• Alternative teaching strategies incorporating Bloom’s Taxonomy to develop Rigor, Relevance and Relationship• Support AIS program, Exit projects• Integrating computer technology into the content area• Block scheduling utilizing the 90 minute block of Home and Career Education• Analyze information, Define facts from opinion, Extrapolate indicators for future development• Presentations by guests from several career fields , provide facts about career opportunities, high school articulation, Stock Market Games• Classroom Guidance opportunities• Partnerships – SPARK Program.• Encouraging literacy practices in the content area• Project-based activities <p>Target populations All grade 7 students – general/special/BIL/ESL education</p> <p>Responsible staff members AP, Literacy teachers, math coach and parent coordinator to develop home-school plan</p> <p>Implementation timelines</p> <ul style="list-style-type: none">• September 8, 2010 – June 2011• Early Childhood will have integrated lessons in cooking / creative work lessons

	<ul style="list-style-type: none"> • Grade 7: 4 periods a week in 45 or 90minutes block, rotating classes for half year to meet the required standards.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • AP – classroom Home & Career Education and Technology teachers, Guidance Counselors, Parent Coordinator, Mathematics Coach • Subject area taught by two ELA teachers as part of their core programs
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher made assessments, gains in NYS assessment • Display bulletin boards • Oral and written reports from interviews, books read, selected programs • Improved grades in interim assessments including mid-term and final exams. • Better projects, displays diorama. • Portfolios showing academic development, conceptualization and persuasive techniques. • Improved class work, homework, reports, research papers • 100% High School acceptances, better selection of choices for high schools • School wide participation in social activities that permit preparation for service, decorating, peer activities

Subject/Area (where relevant):

PROFESSIONAL DEVELOPMENT TO PROMOTE ENRICHMENT

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To provide enrichment activities to all students including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups</p> <p>By June 2011, students will be exposed to enrichment activities through workshops, academic subjects, art, and technology. They will demonstrate skills as measured by standards used by industry, teacher generated and NYS assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none">• Curriculum alignment with State Standards.• Alternative teaching strategies incorporating Bloom’s Taxonomy to develop Rigor, Relevance and Relationship• Use of EIS/AIS – before school, after school, vacation school• Integrating computer technology into the content areas and host technology-night symposiums• Exit projects• Mathematics, Social Studies, ELA, Science accelerated assessments• Block scheduling utilizing the 90 minute block in all subject areas• Analyze information, define facts from opinion, extrapolate indicators for future development,• Explain author’s purpose, demonstrate ability to use artifacts and alternative types of media of primary and secondary sources and the internet, cartoons, ancillary books/magazines• Explains fundamental similarities and differences among major economic/social/political systems and how these systems operate in an independent world; analyze the effects on the development of cultures• Application of mathematical concepts in science, technology, social studies and other subject areas• Provide opportunities for enrichment through Kaplan programs• Provide instruction in music, art dance, and online tutoring.• Provide opportunities for developing gross/fine motor skills, eye-hand /eye-foot coordination, play group games, use body expressively, establish sense of self and personal responsibility, work and function in group setting, develop memorization skills, independent work habits, use verbal/nonverbal means of communication, use of language to communicate, develop listening skills, awareness of books in the environment, period organization, phonemic awareness

	<p>Target populations All grades Pre-K to 8 students – general/special/BIL/ESL education.</p> <p>Responsible staff members Principal, AP’s, teachers, math coach and parent coordinator to develop home-school plan</p> <p>Implementation timelines September 8, 2010 – June 2011 Grades K-8: integrated into all subject areas in the 45 and 90-minute blocks</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>AP’s, classroom teachers, math coach, textbooks, maps, overhead projectors, transparencies, trips, cassette players, videos, online resources, classroom library materials.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher made assessments, gains in NYS assessments, monthly chapter/unit tests and projects, oral/written projects, improved performance on mid-year assessments/homework/class work • Display bulletin boards • Oral and written reports from interviews, books read, selected programs related to all subject areas. • Improved grades in interim assessments including mid-term and final exams, and on reports and research papers • Better projects, displays diorama. • Portfolios showcasing academic development, conceptualization and persuasive techniques. • Movement of students in PL1 and 2 to PL3/4.

Subject/Area (where relevant):

PARENT INVOLVEMENT

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To strengthen and improve parent and community involvement in the overall implementation of the educational program as a means of supporting all students, general education, special education, ELL/LEP students, economically disadvantaged and major ethnic/racial groups in their academic, personal and social growth</p> <p>By June 2011, parental and community involvement will increase by 20% as measured by attendance at parent meetings and workshops.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none">• Increased communication with parents and community through newsletters, parent bulletin boards, workshops, PTA/PAC meetings.• Develop Parent Digests• Enhance Parent Area with appropriate resource materials• Regularly schedule SLT meetings and dissemination of information at PTA meetings, PAC meetings and through written materials• Meet and Greet Night• Open house• Host parent events such as trips, workshops, special functions• Provide opportunities for family and outreach services• Offer computer workshops, Math, ELA, Social Studies, Science and other professional development activities• Test prep workshops for parents• Good news calls and newspapers for parents• Parent-student day – bring your child to school today• Title 1 Day celebration• Monthly PTA / PAC meetings to accommodate parent schedules• Principal-Parent Councils <p>Target populations Parents of grades Pre K-8 students – general/special/BIL/ESL education</p>

	<p>Responsible staff members Administrators, PTA/PAC Chairpersons, SLT members, Parent Coordinator</p> <p>Implementation timelines September 8, 2010 – June 2011 Weekly, Monthly, Quarterly as the activities lend themselves through calendar events and school wide activities</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Parent Coordinator/Title 1 Funding for Parent Involvement (\$37,072 – TL Parent Coordinator, \$500 – TL One Time Allocation for non contractual series, 1% Parent Involvement, \$5,851 Title 1 SWP) • School Wide Programs • Parent Coordinator • SLT (\$3,000 – TL Fair Student Fund)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Every 4 months send out a parent survey requesting best time to have meetings, what they would like to be done at the school, what and when is the best time for contact with them ▪ Increased attendance at meetings, conferences ▪ Student attendance and punctuality improved at school ▪ Improved grades for students, homework completed and signed by parents ▪ Parent Involvement Plan in place ▪ School/Parent Compact in place ▪ Special parent programs ▪ Functioning PTA/PAC/SLT ▪ Willingness to attend planning meetings with principal and parents

Subject/Area (where relevant):

STUDENT SUPPORT SERVICES

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To provide student support services to all students in need, including general education, special education, ELL/LEP students, economically disadvantaged and major ethnic/racial groups in their academic, personal and social growth.</p> <p>By June 2011, at risk students will receive needed services as measured by records of identification and delivery of services and the reduction in the number of student incidents and referrals.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none">• Implement a comprehensive character education program at all grade levels• Improve the transition into middle school through orientation and guidance• Assist each student to realize his or her potential throughout the school and the preparation necessary for high school• Improve social and personal relationships through individual and group counseling• Encourage parents to become more involved in their children’s education and development by creating an environment that will outline standards for the NYC school system• Develop a school wide incentive plan, an intervention plan, group guidance plan to improve attendance and punctuality, academic performance and social development• Improve parent communication – postcards, messaging, email, parent digest• Provide extended day activities for all students• Awards for parents when students receive awards• Train students to be peer partners, parents to be learning leaders and give credit/awards for service• Student Government activities – Penny Harvest, Chess in Schools, Schoolyard Tennis• Set family and outreach services for students and parents• Utilize services of Family Worker and Parent Coordinator• Continue Partnerships with NYU through Parent Corps & Bridges with the Robert Johnston’s Foundation

	<ul style="list-style-type: none"> • Trust for Public Land, NOAH, and Science Play through building activity of school yard project • Individual student meetings with the Principal to develop skills of accountability for their learning • Continuous professional development with teachers to support teaching and learning • AIS / EIS Services daily • SETTS • Mandated Counseling <p>Target populations All grades Pre K-8 students – general/special/BIL/ESL education</p> <p>Responsible staff members Administrators, teachers, counselors, deans SBST, Parent Coordinator, and School Aides</p> <p>Implementation timelines</p> <ul style="list-style-type: none"> • September 8, 2010 – June 2011 • Weekly, Monthly, Quarterly as the activities lend themselves through calendar events and school wide activities • Career Day /Title I Day
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Parent Coordinator (1 x \$37,072 TL Parent Coordinator) • Title 1 Funding for Parent Involvement (\$5,851 Title 1 SWP) • District Parent Coordinator • Guidance counselor <ul style="list-style-type: none"> • (1 x \$109,596 *many*) • (1 x \$80,221 * many*) • SBST members <ul style="list-style-type: none"> • 1 x (0.4) x \$33,032 Social Worker TL SBST • 1 x (0.4) x \$33,032 School Psychologist TL SBST • School Aides (3 x \$18,700 – TL Fair Student Fund) (1 x \$18,700 – *many*) • District School Guard (1 x \$25,681 TL FSF) • SSO (3 – DOE Centrally Funded) • SETTS (1 x \$73,459 TL IEP Teacher) • Speech (\$74,622 x2 TL mandated speech)

	<ul style="list-style-type: none"> • Librarian (1 x \$73,459 – TL Fair Student Fund)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Student attendance and punctuality improved at school ▪ Improved grades for students, homework completed and signed by parents ▪ Parent Involvement Plan in place ▪ Special parent programs ▪ Improved discipline in the school and school environment ▪ Student participation in core curricula and extra curricula activities ▪ Participation in charity events e.g. Common Cents project ▪ Decrease in student suspensions and detention ▪ Improved school tone ▪ Successful performances at school activities ▪ Improved academic performance in report card grades, city/state assessments

Subject/Area (where relevant):

OTHER IDENTIFIED AREAS – UPK/SUPERSTART PROGRAM

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To provide for all students, general education, ELL/LEP, students with disabilities, economically disadvantaged, and major ethnic/racial groups in UPK/SUPERSTART with an enriched academic environment that is developmentally appropriate experientially-based, print rich and nurturing.</p> <p>By June 2011, the students in UPK will meet high literacy standards that they read at or above grade level, and they will meet mathematics expectations that will enable them to perform mathematics skills at or above the standards set for their grade.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/strategies/activities</p> <ul style="list-style-type: none">• Provide opportunities for developing gross/fine motor skills, eye-hand /eye-foot coordination• Play group games, use body expressively,• Establish sense of self and personal responsibility• Work and function in group setting• Develop memorization skills, independent work habits• Use verbal/nonverbal means of communication• Use of language to communicate• Develop listening skills• Awareness of books in the environment, period organization• Phonemic awareness <p>Target populations All UPK students, including PCSE/ELL/LEP students</p> <p>Responsible staff members Teachers, assistant principal, principal, math coach, social worker, family worker , parent coordinator, teacher made assessments, portfolios</p> <p>Implementation timelines</p> <ul style="list-style-type: none">• September 8, 2010 – June 2011• 120 minute literacy block, centers, mathematics block 60 minutes

REQUIRED APPENDICES TO THE CEP FOR 2010-2011	
	<ul style="list-style-type: none"> 45 minute Physical Education activity weekly in the Gymnasium, daily movement in the classroom
<p>Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines. (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)</p>	<ul style="list-style-type: none"> 3 teachers \$98,663 UPK Fund 11 x \$98,663 *many* 3 paraprofessionals (\$44,994 TL PK x3) Parent Coordinators Family Worker (\$28,029 TL Pre K Program.) 0.4 Social Worker (\$33,602 TL Pre K Program.)
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS	<ul style="list-style-type: none"> Cluster teacher - \$81,559 *many*
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS	<ul style="list-style-type: none"> UPK Family - Parent Involvement \$1,500 UPK
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS	<ul style="list-style-type: none"> - Literacy Activities \$2,000 TL Pre-K Funds - Instructional trips, buses and admissions \$3,000 UPK TL PreK Funds
APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS	<ul style="list-style-type: none"> - Literacy Materials (\$2,998 TL Pre-K Fund)
<p>Indicators of Interim Progress and/or Accomplishment</p> <p>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT</p> <p>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)</p>	<p>Developed awareness for print, phonemic awareness, recognize shapes, colors, identify money, Value, fine/gross motor skill development, classify objects, use of language and can differentiate Yesterday, today, always, never, reference to point in time, participate in stories read to them, tell stories, define and develop story schema</p>
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS	
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)	

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	2	0	0	1
1	10	10	N/A	N/A	2	0	0	1
2	77	77	N/A	N/A	5	0	0	1
3	70	70	N/A	N/A	5	0	0	2
4	71	71	71	71	0	0	0	4
5	62	62	62	62	1	0	0	3
6	88	88	88	88	8	0	0	5
7	74	74	74	74	15	0	0	2
8	74	74	74	74	11	0	0	1
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>This program provides intervention services in reading daily from 8:00a.m to 9:00a.m. to several students identified in K and for all students from grades 2 – 8.for two days a week.</p> <p>Intervention in literacy in the content areas is provided two days a week in an extended day supplementary program after school (as funding permits)</p> <p>Vacation School program – three days a week, three hours a day during Winter, Midwinter and Spring vacation periods.(as funding permits)</p> <p>Students performing at PL 1 and 2 on the city and state assessments to provide extra support to assist them in successfully passing their assessments. At risk students in other content areas are allowed to attend. C4E funding also provide AIS opportunities for students grades K-5</p> <p>Summer School Program for students in PL 1 and 2 from July 1 – August 8</p>
Mathematics:	<p>This program provides intervention services in mathematics daily from 8:00a.m. - 9:00a.m. to several students identified in K and for all students from grades 2 – 8 for two days a week. (As funding permits)</p> <p>Vacation School program – three days a week, three hours a day during Winter, Midwinter and Spring vacation periods. (as funding permits)</p> <p>Students performing at PL 1 and 2 on the city and state assessments to provide extra support to assist them in successfully passing their assessments. At risk students in other content areas are allowed to attend.</p> <p>Summer School Program for students in PL 1 and 2 from July 1 – August 8</p>
Science:	<p>This program provides science instruction two days a week (as funding permits) in the form of an after school program for identified students who performed in PL 1 and 2 on city and state assessments to provide extra support to assist them in successfully passing the assessments – Grade 4 & 8</p>
Social Studies:	<p>This program provides social studies instruction two days a week (as funding permits) in the form of an after school program for identified students who performed in PL1 and 2 on city and state assessments to provide extra support to assist them in successfully passing the assessments – Grade 5 & 8.</p>

At-risk Services Provided by the Guidance Counselor:	This program is to lend support to students in the after school program who performed at PL 1 and 2 and who are at risk in passing the city and state assessments. Children and their families can also receive the necessary family support and outreach services they need through referrals. Parental involvement is also a component. Workshops are provided to guide parents through the high school application process and helpful activities given to help students succeed at a high level. These students are also included in all extended day programs EIS/AIS
At-risk Services Provided by the School Psychologist:	Academic support, parental involvement, supports teachers with developing and implementing strategies to work with at risk students. Parental assistance by guiding them through the high school application process The psychologist is at this site – one day a week. These students are also included in all extended day programs EIS/AIS.
At-risk Services Provided by the Social Worker:	Academic support in the form of tutoring in Reading and Mathematics to identified students. These students are also included in all extended day programs.
At-risk Health-related Services:	Update and consistent follow up on the health of these students by way of the 504s and known cases as per teacher referral to the medical room. The nurse holds routine asthma classes for students. These students for academic services are included in all extended day programs, EIS/AIS The school nurse is on the site daily until 3:30 p.m. to interact with students, staff and parents.
Project CHAMPS Program	This program is an after school program conducted three days per week. The students must maintain good academic standing in all major subject areas. Students play Flag Football. This program is DOE Funded and is run by the Physical Education Teacher.
Title I Reading and Mathematics Program	Specially funded teachers provide instruction in reading and /or mathematics during the school day to students who are performing at PL 1 and 2 on city and state assessments, providing support to assist them in successfully passing these assessments. This service is provided five days a week using the Push-In and Pull-out models.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: 331700010394

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

It is very important to be able to communicate with, and inform parents of all matters that concern their children's education. During the first month of the school year, the general education teacher of an ELL student gets to know and survey the child's/parent's written translation and oral interpretation needs. Also, the Home Language surveys are distributed to family members of newly admitted students, eliciting the prevalent language being spoken at home. The parent coordinator and ESL teacher approach the parents and interview them about their needs at the time of parent intake/orientation, as well as explaining the school's programs. The guidance counselor and other related school services contribute additional information about the needs of the parents and community and provide translations by using staff resources readily available.

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.

After all the data has been collected, at the end of the first month of the year, the ELL teacher, parent coordinator, classroom teacher and pupil personnel secretary assess the language needs and devise a plan of action to help the parents. The AIS team makes a point of discussing intervention for the ELLs and this information is shared with the ESL teacher, parents and the classroom teacher. Signs are displayed around the school so that parents of ELLs will become aware that the home language of the parent and student is spoken at the site, or an interpreter can be provided.

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.

Within the school setting, there are many available resources to help translate and interpret for parents. A list is compiled of all the staff that speak/write the languages that are spoken by the ELLs' parents, namely Spanish, Haitian Creole and French. This includes the assistant principal, teachers, paraprofessionals, school-based support team, guidance counselor, parent coordinator, school secretaries, security guards, school nurse, school aides, crossing-guard, and lunchroom and custodial staff. Community workers of neighborhood organizations are also helpful to the school. Recruiting of parent volunteers is an essential component in the plan of action.

Oral interpretation services are available for P.T.A. meetings, parent-teacher conferences, open school nights, school-wide events and telephone calls. In-house services (from the above-mentioned resources) will be used for translating written communications, such as brochures, flyers, letters, school reports and newsletters. The school plans to purchase computer software for translating written documents into the needed languages. If these homegrown services are not sufficient, the Translation Unit of the DOE will be contacted for assistance. Posted on all school doors is an invitation for translation services in the major languages of our parent body. We also can utilize the services of NYU who conduct a program at the school called Parent Corps. This group works with Universal Pre-Kindergarten parents and teachers on a weekly basis.

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.

There are always challenges faced when translating and interpreting. If most of the work will be done by in-house people, it is vital for them to know that errors may occur in the process. At the beginning of the school year, there will be a workshop held for the involved faculty members. Cultural awareness and sensitivity will be discussed. Other discussions will involve aspects that must be taken into consideration when translating/interpreting – i.e. cultural and generational gaps and sensitivity to linguistic and semantic nuances. The school works closely with the staff of Parent Corps from NYU. This group works with the first grade parents and teachers through a grant by the R.W. Johnstons Foundation in preserving the cultural aspects families bring with them from their native country.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663, our school will have notices informing parents about their rights to language assistance services for translation interpretation. Postings on how to obtain services will be near the main entrance of the school, and also printed ready to distribute as a handout. A plan will be devised to ensure that these particular parents will be able to find the school's administrative offices when necessary. The Department's website will provide information in the parents' native

languages about their rights to the language assistance services and how to obtain these services. We will use all services available for translations from the Department of Education and community agencies to ensure our parents ability to communicate with our staff and afford them that their youngsters will be afforded every educational opportunity.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$585,090	\$199,721	\$784,811
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,851	\$1,997	\$7,848
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,255	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$58,509	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

THE MARY MCLEOD BETHUNE MIDDLE SCHOOL 394 SCHOOL PARENTAL INVOLVEMENT POLICY

Part 1 – General Expectations

Middle School 394 agrees to implement the following statutory requirements:

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

Part 2 – Description of how the school will implement the required school parental involvement policy components

Middle School 394 will take the following actions to involve parents in the joint development of the District Parental Involvement plan:

1. Invite parents to monthly Parent Association meetings
2. Plan Title 1 conferences to discuss parents' rights, curriculum, and students' entitlement under the Title 1 program
3. Host a Back to School Night to meet parents
4. Encourage parents to be on the School Leadership Team (SLT)

Middle School 394 will take the following actions to involve parents in the process of school review and improvement

- Elicit parents input in updating the school's CEP
- Meet with parents in the beginning of the school year to assess the school's needs and make recommendations accordingly
- Provide parents opportunities to volunteer and participate in school programs
- Encourage parents to have ongoing contact with the Parent Coordinator who serves as the link to the school and home
- Meet with parents to discuss the Parent Compact
- Have an Open Door policy for parents to share ideas and suggestions

Middle School 394 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program.

Describe how the evaluation will be conducted. We will:

- Facilitate workshops for evaluation of the PIP
- Send questionnaires home for completion by parents

Who will be responsible for conducting the evaluation?

- The Parent Coordinator, Ms. J. Hall

What role will parents play?

- Parents will assist in evaluating the plan and make suggestions for improvement

Middle School 394 will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the State's academic content and achievement standards, the State and local academic assessment including alternate assessment, the requirements of Title 1, Part A, how to monitor their child's progress, and how to work with educators. This will be accomplished as follows:

- Providing workshops, on City and State content and achievement standards, individual student assessments, performance levels, School Report data, etc
- Encouraging parents to attend monthly PTA meetings where these topics can also be addressed
- Meeting the Parent Coordinator in small group consultation
- Arranging meetings with the child's teacher during preparatory periods or early morning conferences to discuss child's progress
- Attending Parent-Teacher conferences twice yearly

- Inviting speakers at the CFN level to speak with parents

Middle School 394 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. We will accomplish this goal by:

- Providing literacy and math workshops in test-taking strategies to assist in working with their children at home
- Providing basic computer skills training for parents
- Introducing parents to Exit Project displays and presentations
- Providing resourceful materials and ideas for parents to assist their child at home
- Using outside resources such as CBOs to facilitate workshops

The school will, with the assistance of the CFN and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out, communicate 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. This will be accomplished by:

- Ongoing professional development
- Parent-teacher workshops

Middle School 394 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 the Title 1 participating children in an understandable and uniform format, including alternate formats upon request, and, to the extent practicable, in a language the parents can understand.

- Information will be sent to parents in a timely fashion
- Information will be sent by mail, students, the telephone, and the Autodial
- Information will be sent in a translated format, to the extent practicable, in a language the parents can understand, such as Arabic, Spanish, Haitian Creole

Part 3 – Discretionary School Parental Involvement Policy Components

Other activities will include:

- 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 1, Part A funds, if the ISC has exhausted all other reasonably available sources of funding for that training
- Training parents to enhance the involvement of other parents
- Arranging school meetings at a variety of times in order to maximize parental involvement and participation
- Adopting and implementing model approaches to improving parental involvement

- Participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement Title 1, Part A programs

Part 4 – Adoption

This school’s Parental Involvement Policy and the School-Parent Compact have been developed jointly with, and agreed upon with parents of children participating in Title 1, Part A programs, as evidenced by

Principal’s Signature

Parent’s Signature

Date

Date

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

THE MARY MCLEOD BETHUNE MIDDLE SCHOOL 394 – SCHOOL PARENT COMPACT

School Responsibilities

Middle School 394 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
2. Hold parent-teacher conferences (October) during which this compact will be discussed as it relates to the individual child’s achievement. These conferences will be held both in the morning and in the evening to facilitate parent attendance.
3. Provide parents with frequent reports on their child’s progress. The school will provide three progress reports as follows:

- October
 - January
 - April and 4 standard report cards
4. Provide parents reasonable access to staff. Staff will be available for consultation with parents as follows:
 - Fridays: 8:00am – 8:30 am and as needed through parent or teacher request. Others could be scheduled on prep time during the day
 5. Provide parents opportunity to volunteer and participate in their child’s class, and to observe classroom activities as follows:
 - Training through Learning Leaders and teacher activities to assist their children at home
 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 School wide Program plan, in an organized, ongoing and timely way
 8. Hold an annual meeting to inform parents of the schools participation in Title 1 programs and to explain the requirements, and the right of parents to be involved in the program. 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 1, Part A programs for general education students, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups 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 1, 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 practically 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 1.

Parent Responsibilities

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

- Monitor their attendance
- Make sure that homework is completed
- Monitor amount of television their children watch
- Volunteer in my child’s classroom
- Participate, as appropriate, in decisions relating to my children’s education
- Promote positive use of my child’s extracurricular time

- Stay informed about my child’s education and communicate 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
- Serve, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school’s School Improvement Team, the Title 1 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.

Student Responsibilities

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

- Come to school on time and do our best to achieve
- Bring our necessary tools of learning such as pens, pencils, notebooks, loose leaf paper, appropriate writing journals, and binders
- Participate in class discussions and activities
- Follow the class and school rules of conduct and behavior and listen and follow directions
- Wear the school’s uniform or appropriate dress code attire
- Read at least thirty minutes every day at home or at the library
- Seek extra help from classmates, teachers, and parents
- Do our homework every day and ask for assistance when needed
- Eat healthy foods and get plenty of rest
- Respect ourselves, our parents, and all school personnel
- Visit the library, obtain library cards, and find books that we enjoy reading
- Bring home all notices to our parents that relate to school issues and our academic welfare

Signatures:

School

Parent(s)

Student

Date

Date

Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

The school will conduct the following comprehensive needs assessment activities in order to design an effective educational program to set and meet high standards for all students:

- Questionnaires/surveys of all constituents (i.e. students, staff, parents)
- Disaggregate data and other student records and reports – data analysis, Interim assessments, Annual School Report Card, Progress Report – for student analysis and program effectiveness of all sub-groups in ELA/Math/Science/Social Studies/Foreign Language/Art and other subject areas, followed up with implications and major findings of the instructional programs.
- Feedback from the Quality Review Report and the Initial Progress Report. Information from professional development activities, the observation process, Team meetings – AIS, Professional Development, Pupil Personnel, Parent –Teacher conferences, Parent Coordinator’s notes and workshops
- Reports made by committees of staff and parents reviewing educational literature for current best practices and other research
- Review of effectiveness of curriculum and instruction including AIS/EIS, using data to inform instruction, using strategies such as differentiated instruction, common planning to look at students’ work and the intensity of planning and discussing curriculum in professional learning communities.
- Evaluation of the use of technology, library media services and professional development
- Investigation of impact of attendance, student support services, parent involvement, school climate and school facilities.

Based on the findings of the needs assessment, the school will utilize a research-based instructional program which includes:

- A Comprehensive Approach to Balanced Literacy – which includes a leveled classroom library in each room, guided Reading, independent reading, and a host of materials which will promote gender equity and cater to general / special needs and ELL students
- A Comprehensive Approach to Balanced Mathematics – using Impact Math and Everyday Mathematics materials utilizing a host of manipulatives
- Utilization of the Workshop Model in Literacy and Mathematics

- Employing the use of Wilson, Fundations and Great Leaps activities for intervention
- Extended Day programs for students in PL1 and 2 in ELA/Mathematics – before and after school
- Peer tutoring

We will plan collaboratively and effectively restructure our educational program by engaging strategies to improve daily in the following areas:

- 91.1% of our students receive free lunch
- 39.1% of our students are meeting the ELA Performance Standards of Levels 3 and 4.
- 46.3 % of our students are meeting the Mathematics Performance Standards of Levels 3 and 4
- 44.7 % of our grade 8 students are meeting the ELA Performance Standards of Levels 3 and 4 with 2.9% of them performing at PL 1
- 29 % of our grade 8 students are meeting the Science Performance Standards of Levels 3 and 4 with 17 % of them performing at PL1 (2009-2010)
- Our special needs and ELL population are not achieving at the rate of the general education students.

An examination of other conditions and experiences that we will explore are:

- The presence of a dynamic parent body working cooperatively with committed staff members to develop and write the CEP and SWP plans
- The fluctuation from year to year in student performance in levels 1 through 4
- The collaboration with successful partnerships – Brooklyn Museum, Weeksville Heritage Society
- Print rich classrooms, instructional rigor, to build in more time for professional development for all teachers
- Reduction in class size
- Improvement in home – school relationship to support students’ academic and social growth.

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:**
 - **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
 - **Help provide an enriched and accelerated curriculum.**
 - **Meet the educational needs of historically underserved populations.**
 - **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services,**

mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- **Are consistent with and are designed to implement State and local improvement, if any.**

The goal of our SWP is to upgrade instruction by providing opportunities for each student to meet the State's proficient and advanced levels of student academic achievement. At Middle School 394, we will:

- Increase the instructional time, by scheduling an Extra Instructional Session from 8:00 a.m. to 8:37 ½ minutes four (4) days a week
- Increase the instructional time by eliminating homeroom sessions and using that time for AIS.
- Reduce class size through push-in/pull –out models for reading and mathematics AIS, ESL, SETTS and T1 services
- Integrate technology into all subject areas through the use of the computers and laptops
- Focus on the scientific method to improve problem solving
- Provide intensive guidance and support services to assist students who are having difficulty achieving academically
- Increase the number of books in the classroom library and the school library, catering to the students instructional, their independent reading levels and taking note of gender equity and cultural needs
- Analyze assessment data so as to provide individualized learning prescriptions for students including the use of data driven instruction / testing as a genre
- Involve parents, CBO, neighborhood business operations as partners in education
- Set up parent and student workshops in all facets of the school program, with a special focus on reading/mathematics/science/social studies, Intervention, Internet safety, Technology and Family Literacy Programs
- Continue to equip the professional library and the teacher center
- Continue to create Learning Labs for literacy and mathematics
- Continue to develop libraries in the content area classrooms and make sure that there is equity for all school populations

Effective methods and instructional strategies that will be employed are scientifically research-based. At Middle School 394, we will:

- Utilize a technology-driven approach in integrating the four major subject areas – literacy, mathematics, science and social Studies
- Enhance and enrich instruction through support for the marginal students by using Wilson, Foundations and Great Leaps as part of the AIS sessions
- Use the Workshop Model in A Comprehensive Approach to Balanced Literacy/Mathematics
- Plan and develop an After School program two days a week for two hours each day , a Saturday Academy for three hours Each session, set up vacation school sessions for three days each session for three hours each day
- Provide more manipulatives, including more tactile learning materials
- Increase opportunities for the Arts and including field trips

- Utilize the Push-in/Pull-out models in order to reduce class size
- Provide ongoing professional development for staff – book study, inter visitation, to enhance good practices, focus on differentiated instruction
- Implement Family Literacy/Mathematics for parents and students
- Upgrade library services, enrich career education and provide opportunities for advisory, student government, clubs, teams – academic as well as athletic
- Expand attendance improvement efforts
- Initiate program through CBO – Weeksville Heritage Center
- Establish After School program for the preparation for the High School entrance exam and Regents examinations
- The School Leadership Team will prepare to disseminate materials to the school community to create awareness of school’s needs, academic progress and secure support for student achievement. Through flyers, letters, workshops – making sure those language translations are paramount in the dissemination of information process.

3. **Instruction by highly qualified staff.**

100.00 % of our staff is fully licensed and permanently assigned to this school; however 98% are highly qualified.

Teachers will be:

- Assigned in their area of certification when scheduling with some limited flexibility
- Provided with options/methods to become HQ through conversion programs and utilizing school’s 5% Title 1 set aside.
- Encouraged to use online HOUSSE to demonstrate subject matter competency
- NYCDOE offering Teachers of Tomorrow grants in collaboration with SED
- Focus on alternative and traditional teacher recruitment on shortage are subjects
- Notify parents when a non HQ teacher teaches their child for more than 4 consecutive weeks
- Use innovative recruitment methods to recruit shortage area teachers – NYC Teaching Fellows
- Assist uncertified teachers in gaining certification through one –on-one counseling sessions

Teachers will be updated regularly of their requirements necessary to fulfill certification, staff from the CFN will be asked to address the staff and answer questions that will arise during these sessions. The principal will take a vital role in conferencing teachers as to the need to become HQ, will share postings, advertisement for courses and make all materials readily available for teachers to utilize.

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.**

Professional development is provided weekly to Math and Literacy coaches via the administrative council
Professional development is provided once per month for Technology teacher by DOE and the information will be turn keyed.
Professional development is provided monthly for principals by CFN
Professional development is provided daily/weekly for assistant principals in administrative cabinets and CFN
Weekly professional development for all staff as lunch and learn, common preps and turnkey activities from coaches, assistant principals and principal, daily modeling for classroom teachers as per coach and Title 1 funded personnel
Universal Pre K teachers and paraprofessionals receive professional development by ISC personnel
Special education liaison is trained monthly, paraprofessionals and teachers by ISC personnel
ESL teacher has monthly training as per the ISC time table
Professional development calendar set forth by the CFN will be forthcoming.

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

Attendance of administrators to all job fairs
Outreach to all colleagues
Professional development offerings for teachers
Tuition assistance for teachers to become HQ
Promote the school in a positive light with assurance that there is a need for great teachers and make the climate attractive and friendly with a thrust that we are team builders
Promote Professional Learning Communities

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

Workshops set up bi-monthly/monthly by the parent coordinator
Program offerings AIS, Math, Literacy clinics by coaches and Title 1 staff
Training for parents through the Learning Leaders to become school volunteers and to improve the school climate, mentoring and extra support for each child

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.

There are four UPK classes at our school – State and City funded
Each class serves 18 students by a staff ratio of one teacher and one paraprofessional

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.**

M.S. 394 practices – shared decision making process in all school activities. Permanent and ad hoc sub committees will be set up as the need for them arises. Presentations to teams of teachers will be made as a whole or on an individual basis. After issues are discussed, decisions will be made by consensus. There is a School Leadership Team.

There will be room for professional development, oral presentations by staff at faculty and parent meetings

9. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

There are in addition to the daily instructional program, students receive services to meet their needs through – after school, vacation school and Saturday Academy, as funding permits

Collaborations with CBOs and cultural institutions

Preparation for Regents Math and Living Environment

Preparation for Specialized High School entrance examinations

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.**

Early Grade Classroom Reduction programs and Universal Pre Kindergarten programs

Continuous professional development for teachers, paraprofessionals, administrative staff

PROJECT CHAMPS

FITNESSGRAM

Office of School Food Nutrition Services

Department Of Health vision/hearing screening and provision of eyeglasses

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education

Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$491,475	x	
Title I, Part A (ARRA)	Federal	x			\$197,724	x	
Title II, Part A	Federal	x			\$111,116	x	
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - **There are twelve students currently residing in Temporary Housing.**
2. Please describe the services you are planning to provide to the STH population.
 - In addition to immersing these students in a well rounded educational journey, we will provide:
 - Counseling – mandated, non-mandated and as the need arises
 - Daily attendance monitoring
 - Teacher conferences to develop academic strength
 - Provide referrals for services the family may need in and out of crisis situations
 - Ensure they have had adequate daily meals since some may arrive late
 - IEP/504 support services
 - Provide at risk academic assistance, school supplies and uniforms as required
 - Present them with additional books for reading for enjoyment and for students to develop a back pack mini library, since they are in transition.
 - Give opportunities where they can be motivated to come to school, be punctual, eager to learn, participate in extra-curricular activities and develop leadership skills and earn service credits

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. K394					
District:	17	DBN:	17K394	School		331700010394

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	50	54	54		93.5	94.4	93.7
Kindergarten	66	63	64				
Grade 1	86	82	61	Student Stability - % of Enrollment:			
Grade 2	72	74	77	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	63	81	69		96.0	94.5	97.0
Grade 4	68	63	74				
Grade 5	39	66	58	Poverty Rate - % of Enrollment:			
Grade 6	73	74	88	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	82	74	73		90.2	87.8	91.1
Grade 8	105	82	74				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	22	25
Grade 12	0	0	0				
Ungraded	1	2	2	Recent Immigrants - Total Number:			
Total	705	715	694	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	3	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	26	25	24	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	20	30	34	Superintendent Suspensions	4	4	6
Number all others	14	17	24				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	60	57	54
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	19	7
# receiving ESL services only	25	26	TBD				
# ELLs with IEPs	0	6	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	1	12

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
	2	1	5	% fully licensed & permanently assigned to this school	100.0	100.0	98.1
				% more than 2 years teaching in this school	73.3	87.7	94.4
				% more than 5 years teaching anywhere	55.0	61.4	77.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	93.0	96.3
American Indian or Alaska Native	0.4	0.6	0.3	% core classes taught by "highly qualified" teachers	97.2	100.0	95.6
Black or African American	92.3	90.2	88.3				
Hispanic or Latino	6.4	6.7	7.3				
Asian or Native Hawaiian/Other Pacific	0.7	1.0	0.7				
White	0.1	0.7	0.3				
Male	46.0	46.7	45.0				
Female	54.0	53.3	55.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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:

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	36.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	18.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 304	District 17	School Number 394	School Name Middle School 394
Principal Claudette A. Murray		Assistant Principal Sandra Bent	
Coach Zenobia Fypher		Coach type here	
Teacher/Subject Area Jennifer Marshall/Foreign Lang		Guidance Counselor Rosa Dobbs	
Teacher/Subject Area Deborah Simmons-Roslak/ESL		Parent Ricardo Derenoncourt	
Teacher/Subject Area Coleen Gaynor/ELA - Middle Sc		Parent Coordinator Jacqueline Hall	
Related Service Provider Jeffrey Adolphus		Other Sophie Watson/Librarian	
Network Leader Lucile Lewis		Other Lucille Scoon/Elem. Cluster	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	697	Total Number of ELLs	28	ELLs as Share of Total Student Population (%)	4.02%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- 1- The initial identification of students who may be possibly be ELLs is as follows:
 - All students are identified upon enrollment through the completion of the HLIS form by parents and screened by the ESL teacher for eligibility. HLIS forms are distributed in various languages to ensure the family understands the information presented and the copy given to the parent, will match the home language of the family.
 - Staff members Who have language translation ability are on hand for formal and informal oral interviews in English and Native Language where possible.
 - Once the native language is determined, the ELL student entering the NYC system for the first time is assessed using the LAB-R
 - If the student receives a score as beginning, intermediate or advanced, the student is then placed in the Free standing ESL pull out/push in program
 - Student eligibility for ESL or bilingual services will be determined.through assessment to ascertain whether s/he is an ELLand this process is completed within ten (10) school days of initial enrollment by our certified ESL teacher, with available translation services.
 - Parents of eligible students will be notified of results. Students will be flagged in ATS
 2. Structures that are in place at this school to ensure that parents understand the choices Traditional Bilingual, Dual Language and Free and Free Standing, ELL parents are invited to orientation meetings at the beginning of each school year and also during the year to familiarize them with the school system and the program offerings. These meetings are available with translators in the parents' home language, they view a CD describing all programs, and the parents are given opportunities to discuss, ask questions about the program choices, and allowed to choose the program best suited for their child. The program offered is generally aligned with the parents' request here at M.S. 394 Parents are also informed about the annual evaluation for ELL using the NYS English as a Second Language Achievement Test (NYSESLAT).
 - 3 At M.S. 394 Entitlement letters are normally filled out in the school with the assistance of the ESL teacher. The ESL teacher as well as the Parent Coordinator who keep in contact with the parents who have not completed the form to ensure the forms are submitted.
 4. The criteria used and the procedures followed to place identified students in ESL instructional program are:

All parents of newly identified ELLs receive a written letter informing them of the child's LAB-R score and results. Parents/guardians are invited to a parent orientation meeting, they are given written information regarding choices for learning English, they are allowed to view a CD describing all available programs for learning English, staff who have language interpretation ability, would translate for them, or on several occasions, some parents bring a translator from a CBO or a member of their family, after the question and answer period, and parents indicate that communication is clear and comprehended, parents select the program best suited for their child.
 - 5 After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices over 99% of the parents requested the ESL program. They generally want their children to assimilate as quickly as possible.
 6. Program models offered at M.S. 394 are aligned with parent requests. All grades are served through the pull-out model except for Kindergarten which is served through the push-in model. Parents are assured that there is a degree of planning between the ESL teacher and the teacher whose class the child is pulled out of for the service, so there is some form of continuity of the child's learning..

Part III: ELL Demographics

A. ELL Programs

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

<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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0					0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0					0
Freestanding ESL														
Self-Contained		3	3	8	0	4	2	3	1					24
Push-In	4	0	0	0	0	0	0	0	1					5
Total	4	3	3	8	0	4	2	3	2	0	0	0	0	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	25		1	1			1			27
Total	25	0	1	1	0	0	1	0	0	27

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	2	3	0	2	1	2						14
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic		1	1	1				1						4
Haitian				1		1			1					3
French	1			1		1	1							4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	1										3
TOTAL	4	3	4	8	0	4	2	3	1	0	0	0	0	29

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.

Paste response to questions 1-4 here

1) How is instruction delivered?

a. What are the organizational models?

The students are placed in age/grade appropriate educational settings giving consideration to all placement criteria and adequate support to gain English Language proficiency as well as access to core content and all programs, services and extra-curricular activities. Standard-based literacy instruction is provided in English for the ESL pull-out program, following the Language Allocation distribution.

b. What are the program models?

English will be the language of instruction in the program. The students are heterogeneously grouped within each grade. All students receive instruction in English classrooms in which cluster teachers are deployed to enrich the curriculum. Instruction will be developed around real life, meaningful and purposeful experiences. All of the lesson activities will be research based on strategies such as the Language experience and natural approaches, total physical response, guided reading, and guided writing.

2) How does the organization of staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. Based on the students' LAB-R and the NYSESLAT scores and in accordance with CR Part 154, students at the beginning and the intermediate levels receive 360 minutes of ESL instruction weekly. Students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly.

3) Describe how the content areas are delivered in each program model.

In addition to the Pull-out program, ELL students receive instruction using the workshop model in all the major subjects.

Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively.

4) How do you differentiate instruction for all ELL subgroups?

a. There are no SIFE students in Middle School 394, however if a teacher recognizes that there are gaps in a student ability to perform successful, we take the following steps to ensure that there is intervention for that student as follows:

§ Intensive English language development instruction teaching social and academic language in small group settings

§ Intensive literacy development

§ Newcomer support within a school aimed at building academic foundation for students with interrupted formal education – small group instruction – provided by Funded teachers

§ Modified scheduling

§ Extended 50 minute block small grouping

§ Provide training in ESL techniques for mainstream teachers

§ Collaboration with ESL and mainstream teachers

§ Integrated cultural activities and programs giving student a spotlight to share

§ Recognition of Students' native language

b. Describe your plan for ELLs in US schools after one year; specify your instructional plan for these students.

The instructional plan for ELLs in US schools after one year is as follows:

§ Intensive English language development instruction teaching social and academic language in small group settings

§ Extended 50 minute block small grouping

§ Title III After –school Program (Summer School) and should Title 111 funds be made available to this school

§ Individual tutoring

§ Language development

§ Cooperative learning

§ Integrated cultural activities

§ Recognition of Students' native language

c. Describe your plan for ELLs receiving service 4 to 6 years

The ESL teachers as well as the classroom teachers will follow the Children's Initiative Curriculum using the balanced literacy program which consists of:

§ Independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, vocabulary word study.

§ Cooperative learning

§ Title III After-school program Summer School and should other Title 111 funds be made available to this school).

§ Integrated cultural activities

§ Recognition of Students' native language

d. Describe your plan for Long-Term ELLs (completed 6 years)

The ESL and classroom teachers will reinforce the understanding of the learning strategies that will prepare the ELL students to be critical

thinkers, effective communicators, and skillful problem solvers. At present, we do not have long-term ELLs.

e. Describe your plan for ELLs identified as having special needs

The instructional plan for Students identified as having special needs is language acquisition. Some common academic intervention options are as follows:

- § Re-wording the text of the reading assignment in simple phrases
- § Writing hints or reminders in the text.
- § Using real life experiences when discussing the reading material
- § Having the work or tests read orally (if indicated on IEP)
- § Pairing ELL students with other ELL students
- § Using a tape recorder to play books on tape
- § Provide visuals to support academic work
- § Break work into smaller pieces
- § Explicitly teach study skills/habits, as well as effective ways of using educational resources and materials
- § Provide native language support to the student in the classroom
- § Provide more time to finish assignments

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

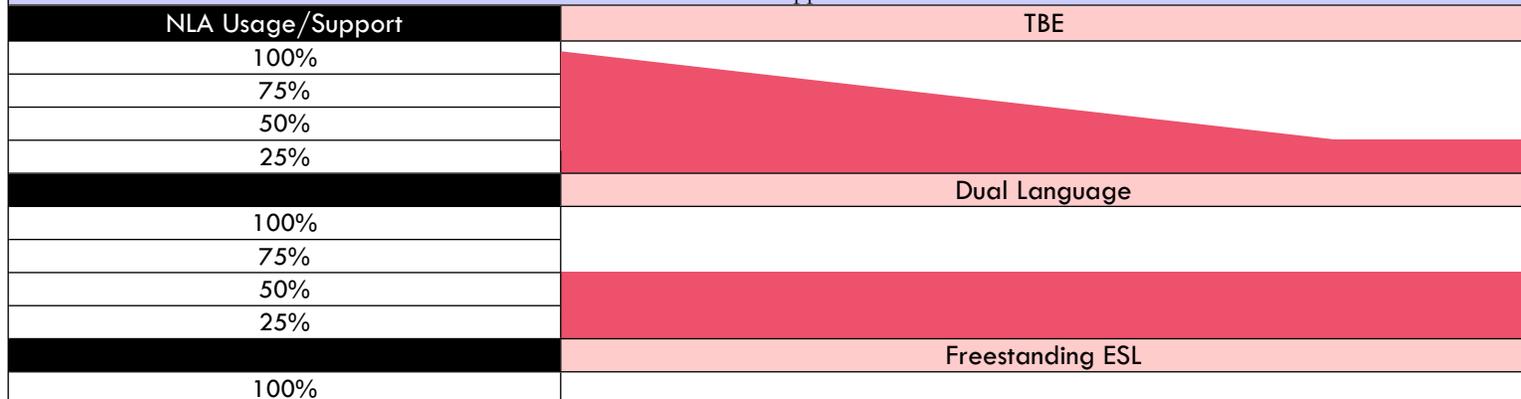
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Paste response to questions 5 - 14 here

- 5) Describe your targeted intervention program for ELLs in ELA, math and other content areas
- § ELA – The program targeted for our ELLs in ELA is Language Learning and the school-wide program entitled classroom libraries
- § Math – The Everyday math program is used throughout the school in grades PreK - 5. Impact Math is used in grades 6 - 8. The program bolsters students' understanding through a highly interactive learning environment that presents even the most abstract concepts with ease. The program is presented to students in the context of real-world examples. ELL students are able to develop fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills. In Social Studies and Science, theme- based materials are used giving students real experiences with hands-on activities. Students are also exposed to Study Island andtechnology based. We utilize the 37.5 minutes coupled with time allotted for homeroom, giving extra instructional activities in a seamless hour of academic intervention.
- 6) Describe your plan for continuing transitional support
- The goal of continuing transitional plan is to provide ELL students with continued support they need to effectively achieve academic proficiency in all subject areas using English as the language.
- 7) We just added school gardening in collaboration with the Horticultural Society with one grade 5 class and plan to initiate the law and justice program for one grade 5 class in collaboration with the District Attorney's Office. ELLs in grade 5 will participate in these

activities.

8) There will be no programs discontinued in this school for ELLs..

9) How are ELLs afforded equal access to all school programs? Describe after-school
Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively. The Students are heterogeneously grouped within each grade. All students receive instruction in self-contained classrooms in which cluster teachers are deployed to enrich the curriculum.

10) What instructional materials, including technology, are used to support ELLs?
The instructional materials being used to support the four modalities of language acquisition: listening, speaking, reading, and writing. The ESL classes contain books on tapes, leveled readers, and culturally oriented materials to accelerate the learning process. The ESL teachers will use a variety of texts and resources to enhance language acquisition. The teachers will use the Rigby's On Our Way to English developmental series which focused on the above-mentioned modalities.

11) How is native language support delivered in each program? (ESL)
Native language support will be delivered through sharing and demonstrations of the students' first language. Native language recognition will be on-going.

12) Do required services support, and resources correspond to ELLs ages and grade levels?
Required services support and resources do correspond to ELLa ages and grade levels.

13) Include a description of activities at your school to assist newly enrolled ELL students before the beginning of the school year?
We will engage our newcomers in a series of activities that will enable them to make a smooth transition from their home culture to that of our school. For example, the newcomers will be given a guided tour of our school; they will be introduced to children who speak their language and be encouraged to make friends.

14) The language elective offered to ELLs in this school is Spanish in the Foreign Language to grades 5 - 8

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

There are no Dual Language Programs at Middle School 394.

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.

Paste response to questions 1-3 here

The LAP implications for Professional Development support effective delivery of instruction and indicate:

- Intensive professional development provided to the entire staff by administrators, instructional specialists, and specialists in ESL strategies and standards. The PD will take place in workshops, grade conferences, staff conferences, and study groups.
- Training on the components of a comprehensive balanced literacy program using the workshop model.

- Ø Application of the workshop with English as a Second Language and ELA scaffolding instruction
 - Ø Methods of assessments of content-area learning and language development.
2. What support do you provide staff to assist ELLs as they transition from elementary to middle school and middle to high school?
The ESL teachers who provide ESL pull-out services to our ELL students
- Ø Regularly articulate with the classroom teachers to monitor ELL's progress and provide the academic support necessary to help the students better transition into the middle school and middle school into high school successfully.
3. Describe the minimum 7.5 hours of ELL training for all staff?
To support our monolingual teachers of ELL students, M.S. 394 will offer 7 ½ hours of professional development on ESL strategies. These on-going sessions will take place during common preps, lunch period (lunch and learn), or on days that are designated as Chancellor's Conference Day. The first meeting is in September, and subsequent meetings will take place once a month between October and January.

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?

Paste response to questions 1-4 here

1. Describe parental involvement, including parents of ELLs?
To support the parent involvement effort, a parent coordinator will continue to be assigned to the school. The parent coordinator will be in constant communication with all parents. Through the outreach, the PC will schedule workshops designed specifically for parents of ELLs. Such workshops include instruction for certified learning leaders, nutrition courses, technology, parenting classes, updated materials focused on the various school curricula, articulation to Middle School, and assessments and a host of other workshops.. Parent of ELL students receive school related materials in English and in other languages.
2. The school partners with Parent Corps for training in parenting for Pre K parents and training for parents and students to maintain their cultural identity for Grade 1 families; Cornell for nutrition programs; Learning Leaders for volunteer training for all parents. The Parent Coordinator and executive board members of the PTA make every effort to invite and welcome parents of ELLs to every school activity and involvement programs.
3. How do you evaluate the needs of the parents?
The needs of the parents are evaluated through the parent surveys. The surveys will pinpoint areas of concerns and enable the school to plan the next steps to address the needs.
4. How do your parent involvement activities address the needs of the parents?
Parental involvement activities address the needs of the parents in several ways. Some ways are through attendance at parent conferences, workshops, PTA meetings and discussion. Parents are also volunteers in the class and in the lunchroom.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

Intermediate(I)		1	1	5		1	1	2	1					12
Advanced (A)	3		2	2		2	1							10
Total	4	3	3	8	0	4	2	3	1	0	0	0	0	28

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	1			
NYSAA Mathematics	1			
NYSAA Social Studies	1			
NYSAA Science	1			

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. Describe what assessment tool your school uses to assess the early literacy skills of the ELLs. What insights does 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.

We use the ECLAS and Fountas and Pinnell assessment tools to assess the early literacy skills of the ELL population.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

A thorough analysis of the NYSESLAT, math, social studies and science test scores made by both ESL and classroom teachers reveal that there is a greater need for further development in content area literacy

3. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

Analyzing the data from assessments such as the LAB-R, or the NYSESLAT, M.S. 394 will make informed decisions in regards to content area instruction while taking into account the language acquisition and development.

4. The ESL program answer the following:

A Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in test taken in English as compared to the native language?

There are no native language classes in this school, therefore, no comparison can be made.

B Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

A comprehensive analysis of students' needs, as measured by the State and City-wide standardized assessments, was pivotal in the definition and in the creation of a prioritized list of areas for improving student performance. This analysis will serve as a guide in the implementation of effective strategies for meeting the needs of the ELL students and for providing intensive professional development for teachers. There is ongoing teacher inquiry work for looking at data and the findings are used to inform instruction.

5 Describe how you evaluate the success of the ESL program for ELLs

a. How are the English Proficient students assessed in the second language?

The English Proficient students are assessed through standardized, class and acuity tests as the monolingual students.

b. What is the level of language proficiency in the second language of EP?

The level of language proficiency in the second language is on the average level 3 – met the standard.

c. How are EPs performing on State and City Assessments?

EPs are performing on or above the standard on the State and City Assessments.

6 Describe how you evaluate success of your programs ELLs

The success of the programs for our ELL students will be evaluated through one or more of the following:

§ NYSESLAT results

§ ECLAS results (Grades K-3)

§ New York State ELA and Math standardized test results (Grades 3 – 8)

§ Running Records

§ Science State test results

§ Social Studies State test results

§ Teacher evaluation

Additional Information

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

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/29/10
	Assistant Principal		10/29/10
	Parent Coordinator		10/29/10
	ESL Teacher		11/1/10
	Parent		10/29/10
	Teacher/Subject Area		10/29/10
	Teacher/Subject Area		10/29/10
	Coach		10/29/10
	Coach		
	Guidance Counselor		10/29/10
	Network Leader		
	Other <u>ELA Grade 6</u>		10/29/10
	Other <u>Cluster Grades 1/2</u>		10/29/10
	Other <u>SETTS</u>		10/29/10
	Other		