



**P.S 4 THE DUKE ELLINGTON SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL 06M004**  
**500 WEST 160<sup>TH</sup> STREET, NEW YORK, NY 10032**  
**(212) 928-0739**  
**FAX: (212) 928-2532**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S 4      **SCHOOL NAME:** The Duke Ellington School

**SCHOOL ADDRESS:** 500 West 160<sup>Th</sup> street New York, New York 10032

**SCHOOL TELEPHONE:** 212-928-0739      **FAX:** 212-928-4142

**SCHOOL CONTACT PERSON:** Gilberto Batiz      **EMAIL ADDRESS:** gbatiz@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Belkis Poche

**PRINCIPAL:** Delois White-Jones

**UFT CHAPTER LEADER:** Diane Barreto

**PARENTS' ASSOCIATION PRESIDENT:** Kerensa Polanco

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 06      **CHILDREN FIRST NETWORK (CFN):** Fordham University

**NETWORK LEADER:** Marge Struck

**SUPERINTENDENT:** Martha Madera

**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
Delois White	*Principal or Designee	
Diane Barreto	*UFT Chapter Chairperson or Designee	
Kerensa Paulino	*PA/PTA President or Designated Co-President	
Belkis Poche	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lucy Perez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Gilberto Batiz	Member/Assistant Principal	
Willy Theodore	Member/ Teacher	
Viridiana Aguilar	Member/ Parent	
Veronica Navarrete	Member/ Parent	
Sonia Idrovo	Member/ Parent	

(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.

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P.S. 4 Duke Ellington School is an elementary school from Pre-Kindergarten to Fifth Grade, located in the neighborhood of Washington Heights, in Manhattan. 89 % of the students are Hispanic; 10% African American; 1% white and from other ethnic backgrounds.

We have the vision to create an enriching environment that meets and exceeds the New York State Standards by providing students and the community with extensive educational opportunities that promote academic, social, and emotional achievement. We endorse and encourage racial, ethnic, and cultural tolerance by producing an atmosphere of inclusion and cooperation in the fields of the arts, science, and technology.

Our mission is to meet the academic, social, and emotional needs of all our children, including English Language Learners and Special Education students through a range of educational programs and resources that lead them to become productive members of the society. We seek to foster greater harmony with the community by challenging all our students to achieve their fullest potential and creating a community of learners that includes students, parents, staff, and other members of the community. We envision developing lifelong learners and leaders who demonstrate respect for themselves and others. Our school motto is:

***“Take the **A** Train to Success”***

Our core curriculum emphasizes higher-order thinking skills and the integration of technology into all content areas. We follow a rigorous curriculum for both: our English-speaking and Bilingual students. The school also promotes analytical thinking throughout all of the academic subjects. Students participate in activities that instill an appreciation for their differences, as well as respect for themselves, others, and the environment. All academic activities prepare students to meet global challenges through the integration of modern technology into all subject areas.

We meet the needs of our at-risk, average, gifted, and talented children through the inclusion of all groups in our general and supplemental programs. The general curricular programs include areas of concentration in English and Native Language Literacy, Mathematics, English as a Second Language, Science, Social Studies, Music and Physical Education.

Our supplemental programs help the students to receive differentiated instruction

according to their individual levels, talents, and multiple intelligences. Curriculum specialists offer additional support to our at-risk students through a well-orchestrated intervention program that will consist of “pull-out”, “push-in”, after-school, small group, and one-on one instruction.

We maintain a number of community-based academic and recreational after-school programs such as Community League, Rena-Day Care, and Healthy School and Healthy Families from Columbia Presbyterian Hospital. We also provide school-based extended day programs to offer small group targeted instruction to struggling students. These are: ELL After-School Program, Saturday Academy, and Accelerated Reading After-School Program. In addition, we offer After-School Supplementary Educational Services (SES) through special federal funded programs such as Failure Free Reading, Sports and Arts, Test Quest, and Champion. In addition, we offer a complete series of extracurricular and enrichment programs such as Poetry Club, Drama Club, Sport Teams, Soccer/Writing Team, Student Government, and The Knights of Duke Ellington (a behavior modification program). All these general and supplemental programs support our students in meeting and exceeding the New York City and New York State Performance Standards.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 4 Duke Ellington School				
<b>District:</b>	06	<b>DBN #:</b>	06M004	<b>School BEDS Code:</b>	31060001004

DEMOGRAPHICS									
<b>Grades Served in 2010-11:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	35	36		91.1	92.3	92.3		
Kindergarten	93	95	101						
Grade 1	101	110	106	<b>Student Stability: % of Enrollment</b>					
Grade 2	104	111	105	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	98	104	104		90.6	92.2	87.3		
Grade 4	138	102	91						
Grade 5	76	137	97	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		91.3	93.1	92.0		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		12	9	119		
Grade 12	0	0	0						
Ungraded	2	1	5	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	647	695	645		18	30	36		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	25	32	30	Principal Suspensions	18	14	3		
No. in Collaborative Team Teaching (CTT) Classes	0	0	27	Superintendent Suspensions	18	13	6		
Number all others	32	65	32						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	166	169	189	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	151	155	145	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	5	62	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	57	57	55
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	19	20	8
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	11
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.8	0.3	0.2	Percent more than two years teaching in this school	66.7	80.7	90.9
Black or African American	9.0	10.2	9.5	Percent more than five years teaching anywhere	63.2	70.2	83.6
Hispanic or Latino	89.0	88.1	88.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.1	0.2	Percent Masters Degree or higher	84.0	88.0	90.9
White	1.2	0.7	1.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.5	95.4	97.2
Multi-racial							
<b>Male</b>	53.2	49.6	51.5				
<b>Female</b>	46.8	50.4	48.5				

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	✓				
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
<b>Other Groups</b>							
Students with Disabilities	✓SH	✓	-				
Limited English Proficient	✓SH	✓					
Economically Disadvantaged	✓SH	✓					
<b>Student groups making AYP in each subject</b>	6	6	1				

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	94.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	58.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Several years ago, PS 4 was identified as a SINI school due to the fact that our English Language Learner Students were not making adequate yearly progress (AYP), as measured by the state, even when the rest of the subgroups did. At that time we decided to restructure the school to group our ELL students by classes according to their levels of proficiency (beginners, intermediate, and advanced) to offer them more focused support. We designed a Language Allocation Policy (LAP) to facilitate the instruction of the students according to these levels. We also divided the school into four academies (one per floor); each one with a respective administrative team to assist in facilitating the monitoring, accountability, and support. Each academy has a literature theme to promote students' English oral proficiency and increase their interest for the English Literature. These different themes are as follows:

❖ First Floor	Dr. Seuss's Academy	Focus: Nursery Rhymes
❖ Second Floor	Alma Flor Ada Academy	Focus: Folktales and Legends
❖ Third Floor	Robert Frost Academy	Focus: Poetry
❖ Fourth Floor	Shakespeare Academy	Focus: Drama

As result of this restructuring, our ELL students made adequate progress (AYP) in ELA for the last four years.

After that, Students with Disabilities did not make adequate yearly progress (AYP) in English Language Arts (ELA) for a couple of years. We began to use an approach based on the facilitation of working station and learning centers in the self-contained special education classes. This model followed the Reading First philosophy. Students work in a small group setting at different Literacy Stations according to their needs, levels, and learning styles. We extended this practice to the other content areas of Math, Science, and Social Studies. We also created three ESL Self-Contained classes which are structured as Collaborative Team Teaching program (CTT). These classes have a ratio of 60% of ESL students in regular education and 40% of students with learning disabilities. These classrooms have an ESL teacher and a Special Education teacher working together to offer additional support to struggling students. Students in these classes receive the benefit of having a second person in the room all day long, which assists them to complete their tasks in a small group and in one to one basis, using ESL strategies and techniques. Last year students with disabilities made adequate yearly progress too.

The curriculum and pacing calendars have been enhanced not only by the different academy's themes but also by the design and implementation of cross-curricular units to integrate all the subjects and themes taught in class. Each month a theme is developed through a series of lessons in Language Arts, Math, Science, Social Studies, and Science. These lessons offer multiple opportunities to be exposed to the same vocabulary and concepts, facilitating the process of language acquisition and comprehension.

We have also implemented a new Writing Program (Harcourt Language) that integrates grammar lessons with creative writing in a more structured fashion. This direct ESL language instruction approach offers our children, especially ESL and students with disabilities, a better understanding of the English Language usage and the necessary foundations to become better readers, speakers, listeners, and writers. This program was tested with our Inquiry Team students, with great success.

The specific needs of assessments on the different areas are determined by the data as follows:

## **English Language Arts**

### **Needs of Assessment:**

According to our school records, 281 students took the ELA Standardized test in 2010. 25 % of them scored at level 1; 45% at level 2; 26 % at level 3; and 4 % at level 4. The results for the last five years are as follows:

<b>Standardized State ELA Assessment Results</b>					
<b>Year</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Levels 3 &amp; 4</b>
2006	23.4%	45.5%	30.2%	0.9%	31.10%
2007	25.9%	39.7%	33.8%	0.6%	34.4%
2008	18.0%	31.0%	49.0%	2.0%	51.0%
2009	8.0%	36.0%	54.0%	2.0%	56.0%
2010	25.0%	45.0%	26.0%	4.0%	30.0%

As we can see, the students performing on or above grade level (Levels 3 & 4) had been steadily increasing for the last four years, in about 5%. However, due to the increase in the cut scores this last year 2010; we suffered a dramatic drop of 26%. This raise in cut scores was a state initiative to promote higher standards and College Readiness. Notice that if these cut scores had not been raised, we would it achieved a respectable 65% in the number of students performing on or above level. This would have represented an increase of 9%.

A more optimistic image is revealed when we compare the different subgroups and the way the gap between them is closing. On the following chart we can evidence that even when the number of students performing on or above level decreased because of the raising of cut scores, as we explained before, the gap between the different subgroups is closing at accelerated rates: Female vs.

Male 9%; General Education vs. Students wit Disabilities 7%; and English Proficient Students vs. Limited English Proficient Students 13%

Subgroups	Percentage 2008	gap 2008	Percentage 2009	gap 2009	gap Increase or Decrease	Percentage 2010	gap 2010	gap Increase or Decrease
Female	55%	16%	61%	11%	- 5%	31%	2%	-9%
Male	39%		50%			29%		
General Education	53%	34%	64%	41%	+ 7%	37%	34%	-7%
Students with Disabilities	19%		23%			3%		
English Proficient	61%	32%	70%	39%	+ 7%	41%	26%	-13%
Limited English Proficient	29%		31%			15%		

The data for our English Language Learners can be represented by the results of the Standardized Test NYSESLAT exposed on the following chart:

Standardized State NYSESLAT Test Results				
Year	Beginners	Intermediate	Advanced	Proficient
2006	20%	35%	38%	7%
2007	24%	31%	26%	8%
2008	24%	30%	34%	11%
2009	28%	30%	35%	10%
2010	28%	32%	26%	14%

As we can see, the number of students achieving proficiency on the NYSESLAT has steadily increasing in a range of 1% to 3%. We hope to continue making improvement in this area.

Correspondingly, the reading proficiency in the lower grades is measured using the DIBELS exam. Four-hundred and eight (408) students were tested in 2009. The following chart summarizes the results for the last four years.

<b>Standardized State DIBELS Test Results</b>			
<b>Year</b>	<b>Intensive</b>	<b>Strategic</b>	<b>Benchmark</b>
2006	36%	23%	41%
2007	30%	24%	46%
2008	12%	24%	65%
2009	25%	23%	52%

The Dibels Test results indicate that even when we have been making moderate gains in the number of students who are reading at grade level (benchmark) during the recent years, we have a decline of 13% this past year. That is why we are enhancing the lower grades' curriculum with new content area books that motivate students to get interested in reading. We are also designing more rigorous procedures to measure student' accountability; especially when they are working at their respective literacy stations.

*Action Plan:*

Taking all the data presented before into consideration, we have decided to continue with the separation of the school into academies to develop supplementary vocabulary and reading comprehension activities through nursery rhymes (Dr. Seuss Academy), Poetry (Robert Frost Academy), folktales and legends (Alma Flor Ada Academy), and Theater Plays (Shakespeare Academy). This will continue keeping students interested and motivated to learn and enjoy the richness of the English Language.

We will also continue with the formation of an ESL Self-Contained class per grade, to group all the ELL students whose parents communicate their desire to place them in a monolingual setting. Teachers in these ESL Self-Contained classes will continue being trained in ESL techniques and strategies, so they can provide a more meaningful and rigorous instruction, according to their students' proficiency levels. Students in these classes will continue receiving an additional period of direct ESL instruction by a cluster teacher in an everyday basis. At the same time, we will continue strengthening our Transitional Bilingual Program through the enforcement and close supervision of our Language Allocation Policy, which determines a recommended number of periods of instruction in the Native Language, as well as the target language according to the students' proficiency.

Even when we are not part of the Reading First Initiative any more, we will continue enforcing the school-wide policy of having a Guided Reading/Centers period a day. During this period, students are grouped according to the reading deficiencies and needs to work at different Literacy Stations that provide additional practice to remedy their deficits. These stations include activities in guided reading, phonics, phonemic awareness, decoding, vocabulary, reading comprehension, and fluency. Weekly assessments will be performed to regroup the students according to the new needs and deficiencies.

In addition, our "Idiom of the Day Policy" will be enhanced with cognates to provide idiomatic expressions that help students to understand better the English usage in everyday life and to make connections between the words in English and Spanish. We will continue enforcing the practice of having daily repetition drills using the sight words posted on the classrooms word wall. We will also include daily English grammar drills to enhance the curriculum. They will provide additional opportunities to help students to learn and retain new vocabulary words, idiomatic expressions, and grammatical structures. We have also enhanced the curriculum using a new Vocabulary Book which will provide additional opportunities to learn, use, and practice new vocabulary in content areas.

We will also continue programming a daily Sustain Silent Reading Period through the implementation of the Accelerated Reading Program. During this time students read books independently according to their independent reading levels which have been predetermined by a baseline assessment on this online computer program. After students read a book, they take an online test to determine the students' new reading levels. Students receive certificates, awards and prizes to continue motivating and developing their love for reading.

## **Mathematics**

### **Needs of Assessment:**

From the 305 students taking the Citywide Standardized Math test during 2010, 34% of them scored at level 3 and 4. Our Math results for the last five years are as follows:

<b>Standardized State Math Assessment Results</b>					
<b>Year</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Levels 3 &amp; 4</b>
2006	28%	34%	35%	4%	39%
2007	16%	32%	45%	6%	51%
2008	7%	26%	61%	6%	67%
2009	5%	20%	65%	10%	75%
2010	23%	43%	27%	7%	34%

According to the chart before, the school had experienced notable improvements on the number of students performing on or above level (levels 3 & 4) for the last four years. However, due to the increase on the cut scores explained before, we experimented a drop of 41%. Notice that if the cut scores had not been raised, we would have obtained a considerable 78% on the number of students performing on or above level. This had given us a moderate increase of 3% in comparison with the year before.

### **Action Plan:**

We will continue with the daily use of our everyday math logs, in which students explain mental processes to solve problems or to perform an operation. This helps teachers to assess students' understanding and better plan their lesson according to the students' specific needs.

We will also provide additional training to the classroom teacher in the understanding and delivering of Everyday Math Lessons and routines. We will also monitor more closely the problem of the day policy as a way to expand student practice with word problems. We will continue with our Math intervention programs during the day and after school. On Friday students will practice test taking skills, as well as math games that help them to better understand basic math concepts.

We will train the upper grade teachers (3-5) to differentiate math instruction through the use of a computerized online program called Accelerated Math. This online program is the math counterpart of the Accelerated Reading Program explained before. This effective and efficient program offers a baseline diagnostic test at the beginning to determine the level of the students automatically and their

particular deficiencies. Then, it assigns tasks that students complete according to their needs. Progress monitoring is performed after completing certain number of tasks to reassign the students to other new tasks and objectives. In this way, the first mandated math period will be devoted to whole group instruction, while the second one will be used for differentiated teaching through the use of this novel Accelerated Math Program.

### **Science**

<b>Year</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
2007	4%	41%	42%	3%
2008	2%	41%	42%	5%
2009	13%	19%	46%	22%
2010	13%	37%	43%	7%

As shown by the chart above, 50% of the students scored at or above grade in the State Standardized Science Test. We have started to use a basal science reading program from K-5 that is correlated with our Understanding by Design (UBD) approach by a pacing calendar. Being one of the main goals of this approach that students acquire essential skills that lead them to make their own conclusions, generalizations and understanding, we believe that it will represent the perfect vehicle to prepare our students, not only to achieve better results in the science test, but in school in general. Pacing calendars and curriculum maps have been created in a way that teachers can perform science lessons using a reading approach. A reading skill is introduced, practice or reviewed while students are reading the articles included in the book. Thus, students will have the opportunity to practice reading skills through the reading of non-fiction genre.

### **Social Studies**

<b>Year</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
2007	55%	19%	26%	0%
2008	32%	23%	45%	0%
2009	25%	14%	50%	12%
2010	17%	19%	59%	5%

On the year 2010, 94 students in fifth grade took the State Social Studies Standardized Test. 64% of them performed at or above grade level. This represents an increase of 2% in comparison with the year before.

We will continue using a basal Social Studies reading program to help teachers and students to feel more focused, structured, and confident about the themes discussed in class. We will stress the importance of incorporate a language objective and writing activities to all the social studies lessons. These lessons have been structured through our curriculum maps as reading lessons where a reading skill is practiced while the students read and learn the concepts required for the classes. Through the use of a project-based approach we expect to motivate students to become more

interested in the topics discussed in class. We will also continue using the Understanding by Design approach explained before in Social Studies, too. This will help students to get a greater understanding and insight of the themes discussed; and will help them to develop high order thinking techniques that will prepare them to undertake any task assigned, including standardized tests.

### **Related Areas-Attendance and Parental Involvement**

In the year 2009 we reached an attendance rate of 93.6 which represents a moderate increase of 2.5% in comparison with the year before. This situates us in a similar position as comparable school in the area and the city, but still we consider we can do better. The same can be said about the involvement of our parents in the school activities.

We are in the process of planning additional incentives to motivate children and parent to improve our attendance rate. We will prepare monthly assembly programs to recognize students' achievement, including attendance. This will provide an excellent opportunity to attract parent to our school to celebrate our students' accomplishments. We will also extend our home calls through the use of an automatic messenger program recently acquired. We will intensify our home visits in order to find the causes for the students' absences, to offer better support on special situations.

We will continue planning and developing monthly writing celebrations by grades. These celebrations represent an excellent vehicle not only for the students to show their works, but also to bring parents to the school and elevate the children's motivation and desire to attend to school everyday. Parents will receive a monthly calendar about curricular and extracurricular activities celebrated in the school. This calendar will help parents to plan their school visits. This will also motivate students to attend and perform a better job in school to which they would feel proud of.

We will continue with the incorporation of the "Class Mothers" initiative. This group of volunteer mothers is responsible to cooperate in class activities, as well as to inform other parents. They will have monthly meetings where they will discuss new ways to increase parent involvement in school. We will continue sponsoring Father's Nights. Once a month, fathers and male figures meet to discuss ways to help students emulate positive community role models. They learn also how to motivate, inspire, and encourage students to perform well in school and in life in general.

## 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.

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After a careful review of our data and a thoughtful reflection of our successes and areas in need of improvement, we have found that still our ELL students and the students with disabilities subgroups are still underachieving in comparison with the rest of the subgroups. The following goals are established to improve the overall performance of all our students including these two sub-groups.

- **Goal 1: As a result of a more rigorous curriculum based on differentiated instruction, a project-based approach, and incorporation of technology, we will experience an increase of 3% by the end of the school year, in the number of students achieving proficiency in English Language Arts, as measured by the State English Language Arts Standardized Test, DIBELS, E-Class, NYSESLAT, and Accelerated Reading Assessments.**
  - Use the NYC and NYS standards to design a more rigorous curriculum map that incorporates all content areas in a holistic fashion. This document will include not only the instructional materials to be used, but also suggested activities to cover all the skills and strategies set by the standard performance indicators. It will also incorporate standardized portfolio pieces with their respective rubrics and comprehensive projects to incorporate the use of technology to the listening, speaking, reading, and writing tasks. This curriculum map will serve as a pacing calendar that will facilitate imparting and monitoring of instruction in more structured and consistent style.
  - Use of the Accelerated Reading Program during the daily sustain silent reading period as a way to differentiate instruction according to the students independent reading levels.
  - Use of differentiating teaching strategies during the daily Guided Reading/Center periods to differentiate instruction according to the students needs and deficiencies.
  
- **Goal 2: As a result of a more rigorous curriculum to increment the incorporation of technology and manipulative tools to differentiate instruction, we will experience an increase of 3% by the end of the school year in the number of students performing at or above grade level in Mathematics, as measured by the NYS Mathematics Standardized Test, Everyday Math Evaluations, and Accelerated Math Assessments.**
  - Continue using Everyday Mathematics to impart instruction.
  - Unit tests and teacher-made tests data will be analyzed in a weekly basis to determine needs for intervention. Students who demonstrate to have difficulties will be pulled-out to receive additional intervention according to their specific needs.

- Continue enforcing the use of manipulative tools and cooperative learning activities to be incorporated into the classroom daily routines.
- Continue enforcing the use of math games as a way for the students to acquire a broader understanding of the mathematic concepts taught in the classroom. The math games cluster teacher will be responsible of coordinating school-wide and grade math competitions as a motivating agent that stimulates students to gain mastery of the key concepts discussed in class.
- Continue implementing the use of a Math Logs where the students explain mathematic processes, concepts, and themes in their own words as a medium to expand their comprehension of the material explained in class.
- We will train the upper grade teachers in the use of Accelerated Math Program to differentiate instruction according to the specific students' needs.

➤ **Goal 3: As a result of a more rigorous curriculum, where science articles will serve as a medium to acquire basic knowledge and develop reading comprehension skills as well, we will experience an increase of 5% by the end of the school year on the number of students performing at grade level in Science; as measured by the 4<sup>th</sup> grade ESPET test and/or Unit Tests.**

- Continue strengthening the implementation of our Science Standard Based curriculum through the use of a basal reader that also incorporates a reading objective that is correlated to the Language Arts instruction.
- We will also design units that will help students to understand the concepts in a holistic fashion, incorporating cross curricular activities which will support the acquisition and long-term retention of new ideas and vocabulary.
- Continue maintaining a Science cluster position and laboratory to facilitate the necessary hands-on activities and experiments that complement the formal instruction.
- The use of the Understanding by Design Philosophy will help students to acquire enduring understandings of scientific concepts and ideas, based on their own judgments and conclusions of the material presented in class and its application to the reality of their everyday lives.
- There will be an Annual Science Fair, where students will use their instinctive curiosity to develop and present a science project where inquiry methodology will be used. Science project will be integrated into the curriculum in order to give students additional opportunities to become researchers and investigators through the use of advanced technology.

➤ **Goal 4: As a result of a more rigorous curriculum, where social studies articles will serve as a medium to acquire basic knowledge and develop reading comprehension skills as well, we will experience an increase of 5 % on the number of students performing at grade level in Social Studies as measured by the 5<sup>th</sup> Grade Social Studies Test and/or Unit Tests.**

- Social Studies will be taught through the use of a basal reader that incorporates language arts skills and strategies to reinforce reading comprehension.
- The use of different cross-curricular units will facilitate the necessary connections students need to make when applying concepts from one content area to another.
- Understanding by Design Approach will provide the necessary foundation for the students to make generalizations and draw conclusions about the different historic periods and events studied in class and their causes, consequences, and application to our present reality.
- Continue maintaining a Social Studies cluster position to enhance the curriculum through research and investigation in collaboration with our school librarian. Debates

will be celebrated where students have to defend a point of view using document-based statements and information.

- Project and technology-Based activities will be utilized to encourage students to investigate history periods, trends, and events and make connections to their own reality.

➤ **Goal 5: By the end of the school year we will have an increase of 3% in the students' attendance, as well as parents' participation as measured by the attendance reports and signing sheet during parents conferences, activities, workshops and special programs.**

- We will continue having special celebrations to recognize students' improvement in attendance. Students improving their attendance considerably will participate of special trips, programs, and activities.
- Parents of students improving attendance will also receive certificates, wards and special prizes.
- Perform monthly "Class Mothers" meetings to find new ways to recruit more parents to volunteer and participate in school's activities, trips, and workshops.
- Perform cultural celebrations and assemblies to honor the different ethnic groups represented in the school.
- Prepare monthly interim reports to keep parents abreast of the students' performance, successes, and difficulties.
- Continue celebrating Fathers' Nights to attract more male figures to participate in the lives of our children.
- Perform monthly parents' trips to train them in the different resources around the city that they can use to perform activities together with their children and improve their quality of life.
- Offer English and Computer classes for parents, and other trainings on parenting skills.
- Continue supporting and training our Parent Coordinator to become a parent and community liaison.

**SECTION VI: ACTION PLAN**

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

<b>Subject/Area (where relevant):</b>	<b>Language Arts</b>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 1: As a result of a more rigorous curriculum based on differentiated instruction, a project-based approach, and incorporation of technology, we will experience an increase of 3% by the end of the school year, in the number of students achieving proficiency in English Language Arts, as measured by the State English Language Arts Standardized Test, DIBELS, E-Class, NYSESLAT, and Accelerated Reading Assessments.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ Continue enforcing the school wide 135-minute literacy schedule in English for regular classes and the appropriate ESL periods according to our Language Allocation Policy. Literacy instruction should include the use of reading aloud, share reading, paired reading, independent reading, accountable-talk, journal response and writer’s notebook through the use of the workshop model.</li> <li>➤ Improve our ESL program through the implementation of a pacing calendar to integrate all content areas during the teachers’ planning sessions.</li> <li>➤ Closer monitoring, support and reinforce of the adherence to the ESL mandated instructional policies and practices, including the language allocation model used in bilingual classes.</li> <li>➤ Test Preparation will be embedded into every content area lesson, as well as reading, writing, and math.</li> <li>➤ Enforcement of a 30 minutes period of Accelerated Sustained Silent Independent Reading that facilitates the individual conferences with students.</li> <li>➤ Perform weekly grade common preparation meetings to plan lessons and analyze students’ work.</li> <li>➤ Maintain after school and Saturday programs to reinforce the concepts learned in the classroom.</li> <li>➤ Establishment of a combined push-in and pull out program to offer additional support to</li> </ul>

at-risk students.

- Establishing a daily period of Guided Reading/Centers where students participate of small group instruction according to their specific needs demonstrated by quantitative and qualitative data. During this period we will assign an extra teacher in each classroom to better perform small group instruction.
- Continue the implementation of the Idiom of the Day and the Word of the Day Policy enhanced by the cognate of the day and grammar drills.
- Continue the implementation of repetition drills from the word walls to expose students to the high frequency words.
- Continue offering services to the new immigrant students through the New Immigrant Center. There, the students receive instruction in Spanish combined with ESL interpersonal skills lessons.
- Maintain a writing log with seed ideas for further development and publishing.
- Inquiry Team groups will be created by grades to spread out the inquiry process throughout all the school constituencies.
- Staff development and training will be offered on differentiate instruction.
- An effort will be made to add a second person to each classroom through the collaboration with universities and college's student teaching programs. This second person will help to facilitate differentiating instruction according to the students' needs.
- Perform Annual Spelling Bee contests in Spanish and English.
- We will continue using a Harcourt Trophies curriculum in English and Spanish. This is a research-based basal reading program that presents reading skills and strategies in a structured and scaffolding fashion.
- Students will continue using their Writer's Notebook where students compile, explore, and expand seed ideas for their monthly writing pieces.
- Students will receive direct ESL instruction through "Harcourt Language Program" which incorporates grammar and writer's crafts into the writing process, to produce a variety of exemplary pieces in various genres.
- We will continue enforcing the use of data to differentiate instruction, design action plans, and place the children in cooperative learning small group centers to tap into their specific needs and limitations.
- Students will be assessed in a weekly basis to determine their progress and set up new action plans. Teachers will submit student's scores and a copy of their assessments in a monthly basis to their supervisors. This data will be examined to establish interim and annual goals for each student.
- Students will complete monthly pre-designed standard portfolio pieces that will help them to reach NYC performing standards.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>➤ Administrators-Tax Levy</li> <li>➤ Teachers/Coaches-Tax Levy</li> <li>➤ Reading Funded Teachers- Reimbursable, Title I</li> <li>➤ IEP Teachers- Reimbursable Title I</li> <li>➤ Paraprofessionals-Title I</li> <li>➤ Library Teacher-Tax Levy</li> <li>➤ AIS Contract For Excellence Teacher</li> <li>➤ Part 154/Title III Funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ Weekly Skill Tests, Standardized Tests, DIBELS Progress Monitoring Reports, E-Class Assessment</li> <li>➤ Harcourt periodic assessments</li> <li>➤ Teacher Assessments- portfolios, conferences, tests, and informal/formal observations</li> <li>➤ Item analysis reports and checklists</li> <li>➤ NYSESLAT and Harcourt periodic assessments</li> <li>➤ Accelerated Reading and Acuity</li> <li>➤ Learning Walks</li> </ul>

<p><b>Subject/Area (where relevant):</b></p>	<p style="text-align: center;"><b>MATHEMATICS</b></p>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal 2: As a result of a more rigorous curriculum to increment the incorporation of technology and manipulative tools to differentiate instruction, we will experience an increase of 3% by the end of the school year in the number of students performing at or above grade level in Mathematics, as measured by the NYS Mathematics Standardized Test, Everyday Math Evaluations, and Accelerated Math Assessments.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>➤ Continue enforcing and supporting the math block (60 minutes) of daily Everyday Math instruction through the use of the workshop model in regular, bilingual, and special education classrooms.</li> <li>➤ Increase and enforce the use of math writing logs as a way to correlate math and literacy, and to provide teachers an additional tool to measure and evaluate the students' performance and understanding.</li> <li>➤ Teachers in bilingual, monolingual and special education programs will incorporate</li> </ul>

	<p>enrichment activities and strategies in mathematics instruction to challenge students through the use manipulative objects, technology, and computers.</p> <ul style="list-style-type: none"> <li>➤ Monitor and train teachers more strongly in the use of everyday math calendar, weather, and other routines through the use of manipulative materials.</li> <li>➤ Monitor and reinforce the use of the “problem of the day” as a way to provide students with a daily experience in solving word problems in which multiple steps, mathematical applications, or critical analysis have to be done, using real life situations.</li> <li>➤ Establishment of a combined push-in and pull out program to offer additional support to at-risk students.</li> <li>➤ Test Preparation will be embedded into every content area lesson, as well as reading, writing, and math.</li> <li>➤ Perform quarterly interim formal assessment to measure the students’ progress and identify additional instructional needs and reinforcement.</li> <li>➤ After school and Saturday programs will reinforce the concepts learned in the classroom.</li> <li>➤ Weekly playing of math games by our Math cluster teacher.</li> <li>➤ Hold an annual math competition (Jeopardy Style) where students can demonstrate their understanding of basic concepts.</li> <li>➤ Hold a math fair where students will work in groups to design and develop a comprehensive project in science and social studies that incorporates the use of surveys and data presentation and analysis.</li> <li>➤ Students will complete monthly pre-designed standard portfolio pieces that will help them to reach NYC performing standards.</li> <li>➤ Incorporation of Differentiated Instruction in the upper grades through the use of Accelerated Math Program.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>➤ Administrators-Tax Levy</li> <li>➤ Community Volunteers</li> <li>➤ AIS Math Intervention Teacher</li> <li>➤ Math Games Cluster Teacher</li> <li>➤ Teachers- Tax Levy</li> <li>➤ Math Coach-Tax Levy</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ Formal/Informal Assessment (tests, portfolio reviews, math logs, conferences, observations)</li> <li>➤ Monthly Assessments (Everyday Math)</li> <li>➤ Standardized Tests</li> <li>➤ Interim Assessments- Acuity</li> <li>➤ Accelerated Math Assessment for the Upper Grades</li> <li>➤ Math Fair Projects</li> </ul>
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<p><b>Subject/Area (where relevant):</b></p>	<p style="text-align: center;"><b>SCIENCE</b></p>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal 3: As a result of a more rigorous curriculum, where science articles will serve as a medium to acquire basic knowledge and develop reading comprehension skills as well, we will experience an increase of 5% by the end of the school year on the number of students performing at grade level in Science; as measured by the 4<sup>th</sup> grade ESPET test and/or Unit Tests.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>➤ Implementing of a Basal Reader Science Program. (Harcourt Science)</li> <li>➤ Teachers in bilingual, monolingual and special education programs from grade K to 5 will incorporate the Understanding by Design strategies.</li> <li>➤ Classroom teachers will work together with science cluster teachers to develop pertinent and adequate science explorations and experiments to be performed in our science laboratory that support and clarify theoretical concepts discussed in class through the use of non-fictional materials.</li> <li>➤ Enforcing the 90 minutes weekly periods of science instruction by the classroom teacher.</li> <li>➤ Fourth grade teacher will provide additional activities to practice the necessary skills that will be tested on the ESPET test during the proposed 60 weekly minutes devoted to test preparation and independent study skills, habits and strategies.</li> <li>➤ Teachers will analyze the ESPET results to find out their students difficulties and deficiencies and plan their lessons accordingly.</li> <li>➤ Provide opportunities to the teacher to plan special trips, activities and science fair and exhibitions that help the students to make the necessary connections between</li> </ul>

	<p>the themes discussed in class and real-life situations.</p> <ul style="list-style-type: none"> <li>➤ After school and ELL Academy programs will reinforce the concepts learned in the classroom.</li> <li>➤ Expand the use of reading skills into Science Content Area instruction.</li> <li>➤ Incorporation of a Project-Based approach that helps teachers to integrate technology into their science lessons in order to increase the level of rigor and motivation.</li> <li>➤ Incorporation of a Project-Based approach that helps teachers to integrate technology into their social studies lessons in order to increase the level of rigor and motivation.</li> <li>➤ Annual Science Fair</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>➤ Supervisors-Tax Levy</li> <li>➤ Teachers- Tax Levy</li> <li>➤ Math and Literacy Coaches</li> <li>➤ Curriculum UBD Team</li> <li>➤ Science Cluster Teacher</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ Formal/informal assessments including tests, quizzes, research projects, unit tests, and standardized 4<sup>th</sup> grade test.</li> <li>➤ Science Lab hands-on activities/projects</li> <li>➤ Ongoing observations/conferences</li> <li>➤ Science Fair Projects</li> <li>➤ Monthly bulletin board activities based on the thematic UBD Units.</li> <li>➤ Close monitoring of the portfolio pieces suggested in the thematic units</li> <li>➤ Inter classroom visitations and learning walks.</li> </ul>

<b>Subject/Area (where relevant):</b>	<b>SOCIAL STUDIES</b>
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>Goal 4: As a result of a more rigorous curriculum, where social studies articles will serve as a medium to acquire basic knowledge and develop reading comprehension skills as well, we will experience an increase of 5 % on the number of students performing at grade level in Social Studies as measured by the 5<sup>th</sup> Grade Social Studies Test and/or Unit Tests.</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>➤ Implementing of a Basal Reader Social Studies Program (Houghton Mifflin) that incorporates the use of reading skills and strategies correlated to language arts.</li> <li>➤ Incorporation of the Understanding by Design model in their teaching strategies.</li> <li>➤ Fourth and fifth grade teachers will provide additional activities to practice the necessary skills that will be tested on NYS and NYC standardized test during the proposed 60 weekly minutes devoted to test preparation and independent study skills, habits and strategies.</li> <li>➤ Continue enforcing the 90 minutes weekly periods of social studies instruction in combination of classroom and social studies cluster teachers lessons.</li> <li>➤ Provide opportunities to the teacher to plan special trips, activities, and assemblies that help the students to make the necessary connections between the themes discussed in class and real-life situations.</li> <li>➤ Monthly topics focusing in current events and social issues will be assigned through the Thematic Units that will be the basis for monthly research and debates.</li> <li>➤ After school and ELL Academy programs will reinforce the concepts learned in the classroom.</li> <li>➤ Offer additional support and training to teachers in the use of manipulative materials such as maps, toys and computer programs to enhance the students' understandings.</li> <li>➤ Incorporation of a Project-Based approach that helps teachers to integrate technology into their social studies lessons in order to increase the level of rigor and motivation.</li> <li>➤ An annual Social Studies Fair and debating team competitions.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>➤ Supervisors- Tax Levy</li> <li>➤ Teachers- Tax Levy</li> <li>➤ Social Studies cluster teacher</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ Formal and informal observations, conferences, quizzes, research projects, and unit tests.</li> <li>➤ Quarterly Portfolio Reviews</li> <li>➤ Monty Debates.</li> <li>➤ Inter Classroom Visitations and Learning Walks.</li> </ul>

<p><b>Subject/Area (where relevant):</b></p>	<p><b>ATTENDANCE AND PARENT INVOLVEMENT</b></p>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal 5: By the end of the school year we will have an increase of 3% in the students' attendance, as well as parents' participation as measured by the attendance reports and signing sheet during parents conferences, activities, workshops and special programs.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>➤ We will continue having special celebrations to recognize students' improvement in attendance. Students improving their attendance considerably will participate of special trips, programs, and activities.</li> <li>➤ Parents of students improving attendance will also receive certificates, wards and special prizes.</li> <li>➤ Perform monthly "Class Mothers" meetings to find new ways to recruit more parents to volunteer and participate in school's activities, trips, and workshops.</li> <li>➤ Perform cultural celebrations and assemblies to honor the different ethnic groups represented in the school.</li> <li>➤ Prepare monthly interim reports to keep parents abreast of the students' performance, successes, and difficulties.</li> <li>➤ Continue celebrating Fathers' Nights to attract more male figures to participate in the lives of our children.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Perform monthly parents' trips to train them in the different resources around the city that they can use to perform activities together with their children and improve their quality of life.</li> <li>➤ Offer English and Computer classes for parents, and other trainings on parenting skills.</li> <li>➤ Continue supporting and training our Parent Coordinator to become a parent and community liaison.</li> <li>➤ Parent Handbook in Spanish and English</li> <li>➤ Monthly News Paper</li> <li>➤ Monthly Parents Calendar</li> <li>➤ Training on ARIS</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>➤ Supervisors- Tax Levy</li> <li>➤ Teachers- Tax Levy</li> <li>➤ Librarian- Tax Levy</li> <li>➤ Supervisors-Tax Levy</li> <li>➤ After School Teacher- Title I</li> <li>➤ Technology Cluster Teacher</li> <li>➤ Parent Coordinator</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ Attendance Reports</li> <li>➤ Signing Sheets for Parents Workshops, Trips, Trainings, and Activities</li> <li>➤ Class Mothers Meeting Minutes and Agendas</li> <li>➤ School Leadership Team signing sheets and agendas</li> </ul>

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	38	0	N/A	N/A	4	1	2	2
1	32	0	N/A	N/A	2	2	3	1
2	30	15	N/A	N/A	3	0	1	3
3	68	41	N/A	N/A	5	0	2	2
4	53	38	32	12	2	0	2	42
5	87	42	5	36	3	0	3	32
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA</b>	<ul style="list-style-type: none"> <li>➤ One daily period of Small group instruction during Guided Reading/Learning Centers time with activities designed according to the students' specific needs in the five modalities established by Reading First: Phonics, Phonemic Awareness, Vocabulary, and Reading Comprehension.</li> <li>➤ Use of Intervention programs such as Leap Frog, Star Fall, and Passport Voyagers, for one-to one and small group instruction during the 37-½ minutes, pullout programs during the day, and after school.</li> <li>➤ Reading Recovery and Reading Reform pullouts for non-readers.</li> <li>➤ Explicit ESL and Native language Instruction pull-out for new Immigrants</li> <li>➤ Saturday ELL Academy for ESL Instruction through the Arts.</li> <li>➤ Saturday Test Preparation Academy through small group instruction.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>➤ Pullout Intervention program to work on students' needs according to the data assessment results.</li> <li>➤ Saturday Test Preparation Academy through small group instruction.</li> <li>➤ Push-in intervention program to work on students' needs according to the data assessment results.</li> <li>➤ Use of manipulatives to enhance students' comprehension.</li> <li>➤ One daily period of differentiated instruction using Accelerated Math Program</li> <li>➤ Weekly math games to complement and expand students' understanding of math concepts.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>➤ Saturday Test Preparation Academy through small group instruction.</li> <li>➤ Use of manipulatives to enhance students' comprehension.</li> <li>➤ Research-based instruction in small groups</li> <li>➤ Science Lab activities and experiments to complement and support the formal instruction.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>➤ Saturday Test Preparation Academy through small group instruction.</li> <li>➤ Use of manipulatives to enhance students' comprehension.</li> <li>➤ Research-based instruction in small groups.</li> </ul>

<b>At-risk Services Provided by the Guidance Counselor</b>	➤ At risk students are seen together with mandated students in small groups of no more than three, and on a one-to-one basis. Through the use of games, discussions, and role-playing they receive counseling according to their specific emotional and social needs.
<b>At-risk Services Provided by the School Psychologist:</b>	➤ After a screening process students are seen in a one-to-one basis to receive counseling. In some specific cases referrals have been made to receive outside therapy and psychiatric services through our partnership with Columbia Presbyterian Hospital.
<b>At-risk Services Provided by the Social Worker:</b>	➤ Our social worker sees at risk students on a one- to-one basis to offer additional counseling through individual and family sessions that help students and parents to deal with their specific situations.
<b>At-risk Health-related Services:</b>	➤ We maintain partnership with Columbia Presbyterian Hospital that includes mental health services, nutritional guidance for students and parents as well as series of after school programs to increase the level of physical activities in our students.

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

*NCLB/SED requirement for all schools*

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

**(See Attachment to CEP)**

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**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 2010-011 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.

**Form TIII – A (1)(a)**

**Grade Level(s) K-5:** 613

**Number of Students to be Served:** 90

**LEP:** 343

**Non-LEP:** 270

**Number of Teachers:** 6

**Other Staff (Specify):** Assistant Principal and Bilingual Coordinator

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

**Title III, Part A LEP Program**

**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.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe:

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **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**
- ✓ **service provider and qualifications**

## 1. School Description

P.S 4 is an elementary school from grades pre-K to 5<sup>th</sup> with 669 students from which 44% are ELL students. We have a total of 293 ELLs that can be found in the Bilingual Transitional Program and ESL Self-Contained classes.

Many of these students speak Spanish at home. In each grade we have at least a beginner/intermediate bilingual class in which 60% native language and 40% of ESL is used as the language of instruction according to the NYSED guidelines and mandates. We also have one or two ESL Self-Contained classes to accommodate all those students whose parents chose a monolingual setting on the parents' choice letters. In these ESL Self-Contained classes the instruction of all content areas is delivered in English using ESL methodology. These classes also receive a period of direct ESL instruction a day by a certified ESL teacher.

Even when we have made great efforts to implement a bilingual program that satisfies NYSED mandates and helps our ELL students to accelerate their English acquisition, we still notice that some students are stagnated on the process. The last data shows that only 14% of the students scored proficient in the NYSESLAT.

In order to offer additional support to our ELL students, we will use Title III Funds to maintain an After School ELL Saturday Academy Program. A total of approximately 90 students will be selected to come on Saturday to receive additional instruction. These students will be also part of the Inquiry Team of each grade.

## 2. School Instructional Regular Program

PS 4 provides bilingual services using a Transitional Bilingual and Self-Contained ESL models. English Language Learners are identified at the beginning of the year or at the moment they are registered according to their Home Language Survey, Lab R or NYSESLAT results to be placed in Transitional Bilingual Classes (Beginners and Intermediate) or ESL-Self-Contained Classes (Advanced, Beginners, and Intermediates whose parent selected for them to be in a monolingual setting).

We have hired a certified ESL teacher who visits the ESL self-contained classes in a daily basis. In order to meet the needs of our ELL population, we have trained our staff in ESL methodology. Teachers deliver their instruction utilizing this methodology in every content area. The emphasis in these classrooms is on creating opportunities for communication, interaction, and individualized instruction to promote authentic and meaningful learning.

ELL students are grouped as follows:

### One Transitional Bilingual Class per grade to group Beginners and Intermediate Students

- Students in this class performed at Beginning or Intermediate level in the NYSESLAT or LAB-R Test.
- This class follows a 40% English as a Second Language (ESL) and 60% Native Language Model.

- Students receive two periods of ESL every day according to the Language Allocation Guidelines published by NYC Department of Education. Reading, Writing and Mathematics are taught in Native Language.
- The 40/60 percent model is used from September to December.
- During the year the units of ESL are incremented to finish with a 50/50 percent model from January to June. At this point students are encouraged to listen, speak, read and write in English.
- The students are divided in different groups according to their levels of English proficiency. The teacher assigns different tasks that are appropriate to each group and help in the language acquisition process.
- Books and materials: Native Language - Harcourt and Accelerated Writing; Math- Everyday Math in Spanish; Science/Social Studies- Understanding By Design Units in English developed by the school Curriculum Committee.
- Word walls and independent reading libraries are maintained in both languages for the students' use and reference.
- An English Grammar component is added to the ESL lesson through the use of the book Harcourt language, and special regular packages prepared by our ESL coach.
- All staff, including cluster teachers and paraprofessionals have been trained on utilizing ESL methodology by our ELL consultant from Fordham University. As a result, all teachers incorporate language objectives when planning their lessons in every content area.

Several ESL-Self-Contained Class (1-3) per grade to group all ELL students whose parents chose an English Only setting:

- This new class was formed as part of our Restructuring initiatives to respond to the parents' increasing demands when choosing a monolingual program for their children.
- The goals of our ESL program are as follows:
  - Provide academic subject instruction in English using ESL methodology and instructional strategies.
  - Incorporate ESL strategic instruction.
  - Assist students to achieve the state-designated level of English proficiency for their grade.
  - Help ELLs meet or exceed New York State and City standards.
- Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies.
- Since we are a Reading First school, our ELLs have the mandated minutes of ESL instruction aligned to ELA standards daily. In addition to the 180 minutes, students who exhibit inadequate growth on reading assessments, receive an additional 30 minutes per day in literacy instruction using a reading intervention program tailored to meet their academic needs.
- Books and materials: ESL- Moving into English; ELA- Harcourt and Accelerated Writing; Math- Everyday Math in English; Science/Social Studies- Understanding By Design Units in English developed by the school curriculum committee
- Word walls and independent reading libraries are maintained in English for the students' use and reference.
- Students are encouraged to publish all their final writing pieces in English

### 3. Title III Program

#### ***After-school Programs:***

##### ELL Saturday Academy

- The Students targeted for the program are the advanced ELLs according to the LAB-R/ NYSESLAT results in grades 3, 4, and 5, and the long term ELLs. There will be 6 classes of 15 students.
- The frequency of the program will be 1x a week for 4 hours x 25 sessions.
- The proposed dates of the activities are Saturdays from November 2010 to June 2011.
- The materials used in the Academy will be Harcourt Language, NYSESLAT Preparation Book, and Reader's Theater.
- There will be a total of 6 Teachers and 1 administrator who will be the supervisor in charge. He will be responsible of opening and closing the building, as well as supervising the teachers on the program. He will also stay for late picked-up students.
- A school aid will be hired to serve lunch and perform administrative duties such as taking attendance, calling students' parents, and making and distributing copies.

***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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

- Given the fact that our school has a significant amount of ELL's we have been training all staff members: teachers, cluster teachers and paraprofessionals on ESL methodology. Teachers in this program will receive additional staff development program to train them in the use of differentiating instruction and use of ESL methodology once a month in a y of study group once a month on Fridays.
- The title of these series of professional development is: Enhancing English Language Arts for English Language Learners by Differentiating Instruction.: The proposed days are as follows:

Date	Time	Topic
Friday, November 12, 2010	3:00-5:00	The Inner World- of an Immigrant Child
Friday, December 3, 2010	3:00-5:00	Different Ways to Differentiate Instruction
Friday, January 7, 2010	3:00-5:00	How to Use English Acquisition Levels to Plan our Lessons

Friday , February 4, 2010	3:00-5:00	Using Inquiry Tools to Monitor Students' Progress
Friday, March 4, 2010	3:00-5:00	How to Perform Interactive Read Aloud and Guided Reading Lessons using ESL Methodology
Friday, April 1, 2010.	3:00-5:00	Use of Graphic Organizers to Improve Writing on ELL Students
Friday, May 20, 2010	3:00-5:00	How to Develop and Use Learning Centers for ELL Students

- Teacher participating on the ELL Academy will be required to attend to all these workshops This will help them to group the students and plan accordingly to maximize the students' capabilities and accelerate the language acquisition process.

**Description of Parent and Community Participation**—Explain how the school will use Title III funds to increase parent and community participation ELLs

In order to support and increase our parent participation in the school, we will use Title III Funds to sponsor a Parents English Conversation Class during the ELL Saturday Program where parents will have the opportunity to attend to 25 free sessions.

- Number of parents expected to participate is 20
- Frequency will be once a week
- These classes will be given Saturdays from 9:00AM to 1:00 PM the same days of the ELL Saturday Academy
- 1 Certified Bilingual Teacher

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff	\$27,670	Per session per diem ELL Saturday Academy (25 sessions)
Professional Development	\$3,492	Per session per diem Fridays Study Group (7 sessions)
Support Personnel	\$1,620	School Aide for Administrative Matters on Saturdays (25 sessions)
Supplies and materials	\$4,610	Harcourt Language Practice Books
	\$5,748	Lakeshore Learning Centers
	\$3,000	Getting Ready for the NYSESLAT Booklet to offer test sophistication instruction that help ELL students to familiarize with the NYSESLAT and ELA tests.
	\$2,220	Art materials to be used during the instruction in the ELL Academies
Equipment	\$5,000	Poster Reproducer to enhance teaching using big pictures and posters
<b>TOTAL</b>	<b>\$53,360</b>	



<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</b>
\$5,221	
<b>Code 16 Support Staff Salaries \$1,620</b>	<u>Saturday Academy Program</u> 1 School Aide x 4 hours x 25 sessions @ \$16.20=\$1,620
<b>Code 40 Purchased Services</b>	
<b>Code 45 Supplies and Materials  \$15,578</b>	\$4,610 <i>Harcourt Language Practice Book</i>  \$5,748 <i>Lakeshore Learning Centers</i>  3,000 <i>Getting Ready for the NYSESLAT Student' Books</i>  \$2,220 <i>Art materials to be used during the instruction in the ELL Academies and After-school program.</i>

**This entire section must be completed for each budget submitted.**

School District           P.S.4           For Title           III            
 BEDS Code           310600010004          

<b>Code 80</b> <b>Employee Benefits</b>	<i>NA</i>
<b>Code 90</b> <b>Indirect Cost</b>	<i>NA</i>
<b>Code 49</b> <b>BOCES Services</b>	<i>NA</i>
<b>Code 20</b> <b>Equipment</b>  \$5,000	<i>Reproducible Poster Machine \$5,000</i>
<b>Grand Total</b> \$53,360	

### **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**

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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.

We measured and assessed the effectiveness of our programs through our Annual Parent Survey, as well as informal interviews and meetings with parents. Last year parents filled out the Annual Parent Survey and indicated that they were pleased with the translation program we have in the school. We make sure that all the information they received from the school is properly translated into a language they could understand. They were also very pleased with our Parent and Bilingual Coordinators who are constantly in contact with them.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

In our Parent Survey we found out that parents were fairly happy with our translation services and written translations.

#### **Part B: Strategies and Activities**

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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.

Since our school P.S. 4 is located in an area densely populated by Hispanics, we have made an effort to contract bilingual personnel in English and Spanish including our parent coordinator. We have worked diligently to increase our outreach to parents of ELLs providing accurate and effective communication to build bridges to ultimately engage parents who speak a language other than English. We publish a monthly newsletter and calendar in English and Spanish that indicates the different activities and important dates during the month. All our correspondence with parents is translated into Spanish by our Bilingual Department.

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.

All our oral translations are done by our Bilingual Staff including teachers, paraprofessionals, school aides, Parent Coordinator and Bilingual Coordinator. We have also contracted a teacher whose first language is Creole. He helps us to translate to our Haitian students' parents.

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>.

Our Bilingual and ESL Department provide all our translation services in house. They make sure that all our corresponded with parents is done in a language they can understand. We have assigned a per session budget for them to make written translations according to our needs.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-2011:	\$621,096	\$111,476	\$732,572
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,210		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,115	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$31,054		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,574	
6. Enter the anticipated 10% set-aside for Professional Development:	\$62,109		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$11,148	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
95.4%

9. If the percentage of high quality teachers during 2010-2011 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.

We have identified the teachers who according to the state standards are not highly qualified. These teachers were required to register in a college program to finish the requirements for their respective licenses. These teachers are already completing their coursework. We are expecting their final course grades to reimburse their tuition as an incentive for them to complete the requirements to become highly qualified teachers. We have developed a more rigorous examination when interviewing new teachers to fill up vacancies, in order to select teachers who are already considered highly qualified according to the state mandates.

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

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

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

### **P.S.4 Duke Ellington School**



**Delois White, Principal**

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**500 West 160<sup>th</sup> Street New York, NY 10032 (212) 928-0739**

**Luisa Martin, Assistant Principal, Jacek Polubiec, Assistant Principal, Gilberto Batiz, Assistant Principal**

### **Parental Involvement Policy 2010-2011**

Parents are an essential part of our school motto and equation:

**Parents+ Students+ Staff = Success**

That is why we have plan several workshops, meetings and activities for parents to assist them in helping their children to be successful. They are going to continue receiving training in test sophistication in Mathematics and ELA in order for them to know the nature of the questions the students are going to be dealing with during the standardized tests, and be able to support them.

Our School Leadership Team is integrated by members of the PTA in a balanced proportion of 50% between of parents and 50% of members the staff. In this way all our instructional decisions and administrative policies are made by a consensus with the participation of a representative of all the sectors of our school community.

Our Parent Coordinator assists us in creating a welcoming school environment for parents. She conducts outreach to engage parents in their children's education, and helps us strength the partnerships that we already made. She has hosted a series of workshops for parents in topics such as: nutrition, test sophistication with the Math Coach, finances, parenting skills, etc. The Parent Association assists as well in our outreach efforts in order to create a welcoming environment for our parents and the community at large.

We will increase parental involvement through a series of initiatives:

- Handbook for ELL parents on Bilingual Programs and Laws.
- Organize an open house at the beginning of the school year.
- Curriculum content workshops.
- Provide information in the parents' native language.
- Create a bulletin board that reflects the literacy celebrations and current events.
- Organization of theme celebrations in the classroom.
- An awareness of the school wide discipline policy.
- Students competition, sport and cultural activities
- Familiarize parents with expectations for students on standardized tests
- Invite parents to attend social studies and science fairs and assemblies
- Organize student/parent trips to cultural institutions
- Report cards and Quarterly Progress Reports
- Provide information about supporting community agencies
- PA Newsletter and monthly calendar
- Class Mothers Monthly meetings
- Monthly father's meetings
- We will also incorporate enhanced disciplinary and incentive programs to improve discipline and attendance.

Parents and students will sign a contract at the beginning of the school year that will establish the ground rules for the students and parents' expectations. This contract will be design as follows:

**P.S. 4 STUDENT/PARENT/TEACHER**  
**CONTRACT**

It is the vision of P.S. 4 to create a welcoming environment that fosters high self-esteem, respect, and responsibility among our students. We firmly believe that parents, students, and educators must work together as partners to achieve this goal. We expect consistent, meaningful interaction with parents, students, and staff as established by this contract.

**TEACHERS' RESPONSIBILITIES:** It is the responsibility of the teacher to create meaningful, well-planned lessons for the students in order to motivate creative thinking among life-long learners.

1. I pledge to provide a challenging and academically rigorous program of study for students in my classes.
2. I will expect the best my students can offer and will, in turn, offer the best that I can be.
3. I will keep open lines of communication with parents and community resources.
4. I will maintain and keep current individual student records folders and will make these folders available for parent review.
5. I will be available for enrichment activities as much as possible.

**STUDENTS' RESPONSIBILITIES:** It is the responsibility of the students to consistently demonstrate disciplined behavior and diligent work habits, in order to reach his/her full potential. He/she must work with his/her parents and teachers to develop his/her talents and abilities, and to pledge himself/herself to abide by the following school rules:

**Duke Ellington School Rules**

1. I will come to school every day, on time, and prepared to work.
2. I will wear the school uniform every day.
3. I will leave all junk food, gum, toys, radios, and cell phones at home.
4. I will never bring to school any object to hurt others or myself.
5. I will give my undivided attention to all my teachers.
6. I will always treat others and their property with respect.
7. I will talk to a teacher if there is any problem; I will never fight.
8. I will always ask for permission before leaving my desk or classroom.
9. I will obey all my classroom rules.
10. I will always try to do my best in any situation, place or time.

**PARENTS' RESPONSIBILITIES:** It is the responsibility of the parents to support their children by participating in all the school events. They will pledge to do all they can to assist the school in providing students the best education possible. Parents should read and discuss this contract with their children, and pledge themselves to do the following:

1. I will completely fill out and return my child's emergency blue card and lunch forms in a timely manner.

2. I will make certain that my child comes to school every day in uniform, on time, prepared to work, and without any inappropriate items.
3. I will provide my child with a note explaining any absences or lateness upon his/her return to school.
4. I will maintain a continuous dialogue with staff and administration by replying promptly to all letters, messages, notes, and telephone calls from the school. I will attend parent-teacher conferences and other functions that relate to my child's education.
5. I will encourage my child to respect himself/herself and to respect others and their property.
6. I will make certain that my child prepares and studies for all tests, quizzes, and exams by providing my child with ample quiet time and space to complete assignments.
7. I will review homework daily and give assistance when necessary.
8. I will speak with my child daily in a positive manner about school, ask questions regarding his/her progress, inquire about activities/events, and help him/her develop with my guidance.

We have read this contract and agree to abide by the responsibilities outlined herein.

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Teacher Signature)

\_\_\_\_\_  
Date

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

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**P.S.4 Duke Ellington School**



**Delois White, Principal**

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**500 West 160<sup>th</sup> Street New York, NY 10032 (212) 928-0739**

**Luisa Martin, Assistant Principal, Jacek Polubiec, Assistant Principal, Gilberto Batiz, Assistant Principal**

**School – Parent Compact  
2010-2011**

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

<b><i>The School Agrees</i></b>	<b><i>The Parent/Guardian Agrees</i></b>
<ul style="list-style-type: none"> <li>○ To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</li> <li>○ To offer a flexible number of meetings at various times, and if necessary, and funds are available, to provide transportation, childcare or home visits for those parents who cannot attend regular school meetings.</li> </ul>	<ul style="list-style-type: none"> <li>○ To participate in all the parent meetings and workshops including the annual Meetings for Title I, Parent/Teacher Conferences, regular and extraordinary meetings, and the planning sessions performed by the Leadership Team.</li> <li>○ To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and</li> </ul>

- To actively involve parents in planning, receiving and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about all programs
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instructions.
- To deal with communication issues between teachers and parents through:
  - Parent/teacher conferences at least twice a year.
  - Frequent reports to parents on their children's progress.
  - Reasonable access to staff
  - Opportunities to volunteer and participate in their child's class.
  - Observation of classroom activities
  - School curricular and extra-curricular activities
- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies to become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

Teacher's Signature

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learning strategies.

- To work with his/her child/children on school work through reading aloud activities for 15 to 30 minutes per day to our lower grade students (1<sup>st</sup> to 3<sup>rd</sup>)
- To monitor his/her child's/children's attendance at school, homework, everyday thirty minutes independent reading at home and television watching.
- To share the responsibility for improved student achievement with teachers and school staff.
- To communicate with his/her child's/children's teachers about their educational needs.
- To provide information to the school on the type of training or assisting they would like and/or needs to help them be more effective in assisting their child/children in the education process.

Parents' Signature

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## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**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.

PS 4 is a school in needs of improvement (SINI) in its 4th year of restructuring. Originally, the school was identified as a SINI school due to the inadequate performance of our English language learner students. According to the State Annual Report Card our ELL student did not make the adequate yearly progress (AYP) in English Language Arts Standardized Test (ELA Test) at that time. Through our restructuring plan we divided the school in three different academies with their own administrator to facilitate the monitoring and support of the instructional programs and initiatives. We also grouped our ELL students by classes according to their levels of proficiency (beginners, intermediate, advanced). We designed a Language Allocation Policy (LAP) that facilitated the instruction of the students according to their proficiency levels. Since then, our ELL students have made adequate progress (AYP) in ELA for the last three years, as measured by the state. This progress will be analyzed later in the following sections.

Another subgroup that did not make adequate yearly progress (AYP) was the students with disabilities. For that reason, we started to bring our Special Education Self-Contained classes to the regular classroom during the Literacy Block. After the regular classroom teacher models the task, special education students are placed in small groups together with regular education students to be helped by the special education teacher and/or paraprofessional. After that, they return to their classroom to continue working in a small group setting at different Literacy Stations according to their needs, levels, and learning styles. The interaction of the students with disabilities with the other students in a least restrictive environment has proved to increase their self-esteem and motivate them to succeed academically. This past year the students with disabilities made adequate yearly progress as measured by the state standards. The specific needs of assessments on the different areas are explained before on **SECTION IV: NEEDS ASSESSMENT**.

2. School-wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services,

- mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

To continue supporting our ESL and students with disabilities, this current year we created three ESL Self-Contained classes which are also structured through a Collaborative Team Teaching approach (CTT). These classes have a ratio of 60% of ESL students in regular education and 40% of students with learning disabilities. These classrooms have an ESL teacher and a Special Education teacher working together to offer additional support to struggling students. Students in these classes receive the benefit of having a second person in the room all day long, which assists them to complete their tasks in a small group and in one to one basis, using ESL strategies and techniques.

We also adjusted our original restructuring plan by adding an extra academy. At the present time, each floor has been transformed into an academy with a support team that helps even more to facilitate the training, assistance, and monitoring of the curriculum and school policies. Each academy has a literature focus to promote students' English oral proficiency and increase their interest for the English Literature. The existing academies are as follows:

❖ First Floor	Dr. Seuss's Academy	Focus: Nursery Rhymes
❖ Second Floor	Alma Flor Ada Academy	Focus: Folktales and Legends
❖ Third Floor	Robert Frost Academy	Focus: Poetry
❖ Fourth Floor	Shakespeare Academy	Focus: Drama

We enhance our already rigorous curriculum through the discussion of the works of these well-renowned mentor authors. Each academy has a support team that consists of one administrator, one reading/math coach, and several specialized intervention teachers. They offer meaningful and timely support to our teachers and monitor their accountability. Each academy creates and reinforces an environment of community that promotes the students' participation in all the curricular and extracurricular activities. Since the intervention teachers are assigned to a specific academy, they can get better familiarized with the students facilitating the process of identifying their specific needs.

Monthly assemblies are performed in each academy to recognize the effort of the students and teachers and to motivate them and their parents to become active participants in the learning process. Thematic projects are also developed by each academy's team to include a series of technology-based and hands-on activities that will conclude with a final presentation during the monthly assemblies. Students are grouped according to their needs to design, research, and present their projects. This contributes to create more interest and to create an environment of cooperation and collegiality among students, parents, and teachers.

The curriculum and pacing calendars have been enhanced not only by the different academy's themes but also by the design and implementation of thematic units to integrate all the curricular subjects. Each month a theme is developed through a series of lessons in Language Arts, Math, Science, Social Studies, and Science. These lessons offer multiple opportunities to be exposed to the same vocabulary and concepts facilitating the process of language acquisition and expansion.

This year, we are implementing a new Writing Program (Harcourt Language) program that integrates grammar lessons with creative writing in a very structured fashion. This direct ESL instruction approach will offer our children, especially ESL and students with disabilities, a better understanding of the English Language usage and the necessary foundations to become better writers. This program was already tested with our Inquiry Team students last year with great success, which provided us the confidence to include the program as part of our regular curriculum. The specific policies and actions plans on the different areas are explained before on

**SECTION IV: NEEDS ASSESSMENT**

3. Instruction by highly qualified staff.

As we mentioned before 95.4% of our teachers are fully licensed and permanently assigned to the school. We have made sure that these teachers who are not fully certified are already enroll in a master's program to fulfill the coursework needed to complete their certification. We are using part of the Title I funds to reimburse their tuition after presenting documentation of their passing grades. We are also encouraging those teachers who have not passed the professional examination to matriculate in preparation courses with the promise of being also reimbursed.

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 School-wide Program to meet the State's student academic standards.

We are constantly training our teachers in the new and innovative teaching tools that help them to deliver their lessons in a more efficient way. This year we will continue with our study groups, lab sites and demo lessons that provide teachers with a varied repertoire of teaching aids that make them to become better teachers. For a complete list of professional development activities, please refer to **SECTION VI: ACTION PLAN**

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

We are constantly in search of high quality teachers through job fairs and recruitment services such as International teachers and Teaching Fellow programs, as well as our PSO Fordham University. We have established partnerships with several universities and colleges for their students to complete their fieldwork and student teaching hours at our school. In this way we can identify possible candidates to become part of our staff.

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

We believe in parental involvement as one of the most important pillar to create a community of learners that helps to support the success of our students. That is why we have created a series of outreach programs and activities to attract and increase parents' participation in our school. Among them we can mention ESL and Technology Classes

for Parents, Class Mothers Clubs, Open Houses, Special Assemblies, Trips, and Extra-Curricular Activities. For additional specific policies and activities, please refer to **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT and ACTION PLANS.**

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.

We maintain a pre-k class that helps students to make an easier transition to kindergarten and first grade classes. We also work in collaboration with community agencies such as RENA day care that serves the same purposes.

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.

Our Leadership Team embraces a group of teachers representing the various grades at our school. During the leadership meetings they discuss the best strategies to support student learning. These discussions are also prolonged during our weekly grade planning sessions where teachers examine students' work to notice trends and establish action plans to help them better. Teachers are constantly reviewing the result offered by the various interim assessments such as Acuity, Unit Tests, DIBELS Progress Monitoring, Weekly Reading Skill Tests, etc. to better know the particular needs of each specific student and plan appropriate instructional strategies and activities to tap onto the students' needs and limitations.

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.

We maintained a well-orchestrated intervention program to offer additional support to the students who don't achieve grade level scores on the formal standardized and informal assessments. This includes extended-day before school, push-in and pullout intervention teachers, after-school and Saturday programs, and differentiated instruction based on the students needs. For more detailed information, please refer to **APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.**

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.

Our parent Coordinator and Assistant Principals coordinate and make sure that we are in contact with the Federal and State agencies that offer support to our students and their families.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (NOT APPLICABLE)**

**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**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** Restructuring Year 4      **SURR<sup>1</sup> Phase/Group (If applicable):** N/A

### **Part A: For All Schools Identified for Improvement**

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.

Even when this year all the subgroups made adequate yearly progress (AYP), for a comprehensive report of findings of specific academic issues, please refer to **SECTION IV: NEEDS ASSESSMENT**.

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.

Even when this year all the subgroups made adequate yearly progress (AYP), for a comprehensive report of findings of specific academic issues, please refer to **SECTION IV: NEEDS ASSESSMENT**.

### **Part B: For Title I Schools Identified for Improvement**

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.

During the year, we will perform a series of workshops on the use of data to identify students’ needs and how to plan accordingly. We will also hire the services of an external consultant that will perform planning sessions, demonstrative

lessons, and learning walks that will help teachers to understand better the needs of these particular groups and to differentiate instruction. Each Academy will have a Literacy/ Math coach who will work together with the teachers in a daily basis, and will facilitate the grade planning sessions. We will also perform a series of workshops on how to use ESL methodology to reach students at the diverse language proficiency levels.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All our new teachers have a mentor from their respective programs such as Teach for America, as well as an internal mentor or buddy teacher who helps them with the establishment of daily routines and the planning of their lessons. Coaches and Reading First Specialists (Three positions recently created) will also work with all our teachers in a daily basis to offer support and guidance.

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.

The school sends mandated letters in English and Spanish explaining our SINI status and the corrective measures we are taking to become a school in "Good Standing". We also plan to have a series of meetings to give more details of the situation and present the school data with suggestion on how

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

*All SURR schools must complete this appendix.*

**NOT APPLICABLE**

**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.

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: 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.)
  - 8 students
2. Please describe the services you are planning to provide to the STH population.
  - Students in temporary houses will receive the same instructional and intervention we offer to the rest of our children, as described in the former sections. In addition, they and their parents receive counseling services from our guidance counselor and/or Columbia Presbyterian. Parents also receive economic assistance to buy school materials, supplies, and uniforms; when they request it.

### **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.*

***NOT APPLICABLE***

**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.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 004 Duke Ellington					
<b>District:</b>	6	<b>DBN:</b>	06M004	<b>School</b>		310600010004

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	36	37		91.1	92.3	92.3
Kindergarten	95	101	108				
Grade 1	110	106	107	<b>Student Stability - % of Enrollment:</b>			
Grade 2	111	105	111	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	104	104	122		90.6	92.2	87.3
Grade 4	102	91	121	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	137	97	92	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		91.3	92.0	92.0
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		12	95	119
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		18	30	36
Ungraded	1	5	3				
Total	695	645	701				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	32	30	22	Principal Suspensions	18	14	3
# in Collaborative Team Teaching (CTT) Classes	0	27	33	Superintendent Suspensions	18	13	6
Number all others	65	32	37				

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

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	169	189	TBD	Number of Teachers	57	57	55
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	20	8
# receiving ESL services only	155	145	TBD				
# ELLs with IEPs	5	62	TBD	Number of Educational Paraprofessionals	2	2	11

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	66.7	80.7	90.9
				% more than 5 years teaching anywhere	63.2	70.2	83.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	88.0	90.9
American Indian or Alaska Native	0.3	0.2	0.1	% core classes taught by "highly qualified" teachers	91.5	95.4	97.2
Black or African American	10.2	9.5	9.0				
Hispanic or Latino	88.1	88.8	89.2				
Asian or Native Hawaiian/Other Pacific	0.1	0.2	0.1				
White	0.7	1.1	1.4				
<b>Male</b>	49.6	51.5	51.5				
<b>Female</b>	50.4	48.5	48.5				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase			Category		
	In Good			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				v	

#### 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**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	50.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Fordham</b>	District <b>06</b>	School Number <b>004</b>	School Name <b>The Duke Ellington</b>
Principal <b>Delois White</b>		Assistant Principal <b>Gilberto Batiz</b>	
Coach <b>Beatriz Lorenzo</b>		Coach	
Teacher/Subject Area <b>Daniela Cabral/ Native Lang.</b>		Guidance Counselor <b>Altagracia Estrella</b>	
Teacher/Subject Area <b>Elena Nieves/Math</b>		Parent <b>Belkis Poche</b>	
Teacher/Subject Area <b>Jose Cantu/ESL</b>		Parent Coordinator <b>Lucy Perez</b>	
Related Service Provider <b>Minerva Cortorreal</b>		Other	
Network Leader <b>Marge Struk</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>11</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	<b>2</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>704</b>	Total Number of ELLs	<b>330</b>	ELLs as Share of Total Student Population (%)	<b>46.88%</b>
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## Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here:

#### Question 1: Steps to Identify ELL's Students

- The Bilingual Coordinator, Ms. Beatriz Lorenzo, who is a certified Bilingual teacher, helps parents or legal guardians to complete a Home Language Identification Survey (HLIS) through an interview conducted in English or Spanish according to parents' preferences.
- If the student is identified as a potential ELL. The child is LAB-R tested within the first ten days of school, according to regulations. Test is administered by the bilingual coordinator. The Bilingual coordinators administers the Spanish LAB to those students who are Spanish speakers and who have not meet the LAB-R cut scores to determine language dominance upon enrolment. Hand Scoring of LAB-R and Spanish LAB are instrumental to place the student in the proper setting.
- Once the LAB-R is administered, the student is placed in an appropriate setting (transitional bilingual or ESL class) according to his/her proficiency level.
- Parents are notified in writing of their child's status as an ELL. They are also invited to an orientation about the bilingual programs we maintain in school. Information is sent in the language that they understand. During this orientation they watch the
- Every year, after receiving the NYSESLAT scores, the Bilingual Coordinator and the administrator determine the future proper placement for the students in conjunction with parents' choice.

#### Question 2: Parents' Choices

- Our Bilingual Coordinator in conjunction with our Parent Coordinator sponsor a series of workshops for parents where the three choices of the bilingual programs have been detailed and fully explained. Translation into Spanish and Creole is offered.

#### Question 3: Entitlement Letters and Selection Forms

- Entitlement letters and Parent Surveys are sent to the parents via mail. Parents bring them back to the school in person. Witten reminders and phone calls are made by the Bilingual and Parent's Coordinator to ensure that all the parents indicated their choice and signed their forms.

#### Question 4: Instructional Program Placement

- Students are placed in the Transitional Bilingual or Self-Contained ESL programs that we maintain in the school according to the parents' choices. The Bilingual Coordinator meets in a one-to-one basis with parents to give recommendations of the students' placement according to the levels of proficiency in the LAB-R or NYSESLAT test. Beginner and Intermediate students are recommended to be paced in a Transitional Bilingual program following a 60%/40% language allocation. Advanced students are recommended to be placed in a Self-Contained ESL class. Proficient students are recommended a monolingual setting. However, we respect the parent's choice.
- Even when parents receive orientation about the possibility to open a Dual Language Program in our school, they have not shown interest in placing their children in this kind of program.

#### Question 5: Parent's Choice Trends

- After reviewing the parent's choices and surveys for a the past years, we have notice a trend of selecting an Self-Contained ESL class where the students receive all the instruction in English with the support of ESL techniques and strategies.
- In our experiences less than 1% of the parents prefer from a Transitional Bilingual Program, once the students start receiving instruction in English, regardless their proficiency levels.

#### Question 6: Alignment of programs to parent's choice.

- Our bilingual program is aligned to our ELL's parent choices, as mandated by the State Bilingual Policies (Part 154).

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	34	25	22	26	32	24								163
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	21	32	33	41	20	20								167
<b>Push-In</b>														0
<b>Total</b>	55	57	55	67	52	44	0	0	0	0	0	0	0	330

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	330	Newcomers (ELLs receiving service 0-3 years)	268	Special Education	21
SIFE	1	ELLs receiving service 4-6 years	39	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	
<b>TBE</b>	149		12	12	1	7	2		2	163
<b>Dual Language</b>										0
<b>ESL</b>	139			27	0		1			167
<b>Total</b>	288	0	12	39	1	7	3	0	2	330

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	32	25	17	23	27	21								145
Chinese														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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other					1									1
<b>TOTAL</b>	<b>32</b>	<b>25</b>	<b>17</b>	<b>23</b>	<b>28</b>	<b>21</b>	<b>0</b>	<b>146</b>						

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	27	29	40	15	16								147
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1	1											2
Haitian			1		2	2								5
French		1		1	1									3
Korean														0
Punjabi														0
Polish	1													1
Albanian						1								1
Other		2	2		2	1								7
<b>TOTAL</b>	<b>21</b>	<b>31</b>	<b>33</b>	<b>41</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>166</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

Question 1: Delivery of Instruction:

a-Organizational Models-PS 4 provides a transitional bilingual and self contained ESL model. English Language Learners are identified at the beginning of the year or at the moment they are registered according to their Home Language Survey, Lab R or NYSESLAT results.

b- Program Models- Students in transitional bilingual classes and students in ESL self contained classes are grouped as follows:

- One transitional bilingual class per grade to group beginners and intermediate students. Students in this class performed at Beginning or Intermediate level in the NYSESLAT or LAB-R Test. This class follows a 40% English as a Second Language (ESL) and 60% Native Language Model. Students receive two periods of ESL every day according to the Language Allocation Guidelines published by NYC Department of Education. Reading, Writing and Mathematics are taught in Native Language. The 40/60 percent model is used from September to December. During the year the units of ESL are incremented to finish with a 50/50 percent model from January to June. At this point students are encouraged to listen, speak, read and write in English. The students are divided in different groups according to their levels of English proficiency. The teacher assigns different tasks that are appropriate to each group and help in the language acquisition process.
- One or two Self-Contained ESL Classes per grade to group all ELL students whose parents chose English Only. This class provides academic subject instruction in English using ESL methodology and instructional strategies.

#### Question 2: Mandated Instructional Minutes

- Transitional Bilingual classes are homogeneously comprised of beginner and intermediate students. The staff assigned to teach these classes are fully certified bilingual teachers who follow a 40/60 model as explained before. Students in the Transitional Bilingual classes receive 360 minutes of ESL in a weekly basis and from 60 to 90 minutes daily of instruction in native language, as mandated by the CR Part-54 regulations.
- Self-Contained ESL classes receive all the instruction in English through ESL strategies and methodology. They also receive 225 minutes of ESL by a Certified ESL teacher using a push-in model, as mandated by the CR Part-54 regulations.

#### Question 3: Content Area Instruction

- Transitional Bilingual Classes follow a 60/40 percent model. Students in these classes receive Instruction as follows:
  - o ESL- Teacher uses the program Harcourt Language and Moving into English to impart explicit ESL instruction. They also make several daily language drills using the grammar focus of the week, the English word wall, the cognate of the day, and the word of the day in-house developed program.
  - o Reading/ Writing- This subject is presented in Spanish with an English summary at the end of the lesson. Teachers use Harcourt Trophies Program.
  - o Math- Teachers present the lesson in Spanish using Everyday Math. At the end, they present a summary in English.
  - o Science- Teachers introduce the concepts in Spanish followed by the lesson in English using ESL strategies. They use Harcourt Science Program.
  - o Social Studies- Teachers introduce the concepts in Spanish followed by the lesson in English using ESL strategies. They use Houghton Mifflin Social Studies Program.
- ESL Self-Contain Classes follow a 100% English Model using ESL-Strategies and one period a day of explicit ESL instruction as follows:
  - o ESL- Teacher uses the program Harcourt Language and Moving into English to impart instruction explicit ESL Instruction. They also make several daily language drills using the grammar focus of the week, the English word wall, the cognate of the day, and the word of the day in-house developed program.
  - o Reading/ Writing- This subject is presented in English using ESL strategies. Teachers use Harcourt Trophies Program.
  - o Math- Teachers present the lesson in English using Everyday Math using ESL strategies
  - o Science- Teachers teach the concepts in English using ESL strategies. They use Harcourt Science Program.
  - o Social Studies- Teachers teach the concepts in English using ESL strategies. They use Houghton Mifflin Social Studies Program

#### Question 4: Differentiating instruction according to ELL subgroups:

One of the main policies of P.S. 4 is to differentiate instruction according to data. All the students including ELLs are constantly monitored for

progress including the different levels of language acquisition. Teachers plan scaffold differentiated activities to address the need of each particular student. They use the progress monitoring data to group the students in different small homogeneous sub-groups within the classroom. After a general task is modeled by the teacher, the students are sent back to their groups where they will practice the assigned differentiated task. Teachers pay special attention to the ELL students and students with special needs. ELLs also receive additional intervention as stated on the response to question 5 in the next section.

## 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

Question 5: Targeted Intervention Programs in ELA and Math

- a) SIFE Students- Besides the regular programs described before, SIFE students receive an extra period of ELA/Math instruction in small group through a "pull-out" program. They are also participating of a Saturday Academy program receiving instruction in ELA and Math.
- b) Newcomer ELLs (less than 3 years) - Besides the regular programs described before, new immigrant students with less than one year in the system receive two period of intensive explicit language instruction in Language Arts through a "pull-out" program called The New Immigrant center. If they have form one to three years in the system they participate in a Saturday Academy program receiving instruction in ELA and Math.
- c) ELLs receiving services 4 to 6 years- Besides the regular programs described before, ELLs with 5 to 6 years also participate of a Saturday Academy program receiving instruction in ELA and Math.
- d) Long term ELLs (more than 6 years) - Besides the regular programs described before, long term ELL students receive an extra period of ELA/Math instruction in small group through a "pull-out" program. They are also participating of a Saturday Academy program receiving instruction in ELA and Math
- e) ELLs with Special Needs-Besides the regular programs described before, ELLs with Special Needs receive an extra period of ELA/Math instruction in small group through a "pull-out" program. They are also participating of a Saturday Academy program receiving instruction in ELA and Math.

Question 6: Continuing support for ELLs

Once the students reach proficiency in the NYSESLAT, they continue participating of the Saturday ELL Academy to receive additional support in ELA and Math using ESL strategies.

Question 7: New Programs

We are in the beginning stage of the implementation of "Estrellita", a new Spanish language program to alphabetize new immigrant students who have receive little or no instruction in their native language. We also started to implement a more basic and explicit ESL program called "Let's Go" which will help ELLs to acquire more vocabulary through the study of thematic units. These thematic units are better

connected to their everyday lives which will make the lessons more meaningful and enjoyable.

Question 8: Discontinuance of ELL Programs.

None of our ELL programs will be discontinued.

Question 9: Supplemental Services

We encourage all parents, especially the parents of ELL and Special Need students to sign up for our Supplemental Educational Services after school programs. Many of the ELL parents enroll their children in the "Failure-Free Reading Program", which is motivational computer based program that place the students into activities according to their English reading levels: phonics, phonemic awareness, vocabulary, fluency, and reading comprehension.

Question 10: Instructional Materials

The instructional materials have been described before in section IV, question 3.

Question 11: Native Language Instruction

Native language instruction has been already described before in section IV, question 3.

Question 12: Required support services and age appropriateness

All the services offered to the ELL students correspond to their age, grade, and English acquisition levels.

Question 13: ELL training before school year:

P.S. 4 does not offer any additional program for newly enrolled ELL students before they start the school year.

Question 14: Language Electives

P.S. 4 is an elementary school. Elective classes are not offered.

### 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)?

Part C- Dual language Programs

We do not offer any Dual Language program at this time.

### 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

Question 1: Professional Development Plan

All teachers are receiving extensive training in all the Reading First components, as well as other areas. The main focus for the year is on ESL practices and methodologies and the use of data to differentiate instruction. Lead teachers have been identified on each grade in order to facilitate the communication process between the administration and the staff. Each lead teacher conducts two grade planning sessions per week with his/her entire grade. They are also responsible to submit a weekly Literacy and Math Plan in a predetermined template to the administration. This provides uniformity and continuity in the students learning process. In order to supply quality teaching to English Language Learners we have already started to develop a series of workshop for all our teachers that help them to be more prepared to deal with the particularities of ELL students. These workshops can be broadly grouped according to the following learning strands:

- Socio-cultural Perspective on Bilingual Education
- Scaffolding Difficult Text for ELLs
- Using Data for Effective Instruction
- Portfolio Assessment
- Insightful Look at students Work
- Effective ESL Teaching Strategies

The following is a list of the professional development topics we have incorporated to our professional plan and calendar for the year:

- Using ESL Methodologies in Content Area
- The Five Areas of Reading Instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension
- Classroom Management in the Multicultural Classroom

#### Question 2: Staff Support to Teac ELLs

As students progress from the lower grades to the upper grades, the level of content area taught is increased. By the time they get to fifth grade, ELL students are able to work independently in projects and activities to apply the skills learned in the classroom.. Students are required to incorporate the use of technology so that they can develop more independence into middle school. Guidance counselors work with middle schools in the are also that they can bring information to our studentsto present in the various assemblies fifth grade students have through the year. They also arrange class trips to visit intermediate schools in the neighborhood to get information on the program they offer. Parents receive orientation on the several programs offered by middle schools and the process to apply to them including talented and gifted programs.

#### Question 3: 7.5 minimum ESL Training

Due to the large number of ELL and immigrant students in our school all our staff is required to participate in the following workshops. Teachers are required to attend the following workshops. This professional development takes place during the chancellor's conference day as well as during the common planning sessions throughout the year starting in the month of September.

1. Scaffolding Difficult Text for ELLs. 2 hours
3. Using the NYSESLAT data to differentiate instruction. 3.5 hours
4. Effective ESL Teaching Strategies. 2 hours

## 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?

#### Question 1: Parental Involvement

One of our main goals is to increase parental involvement. We know that the success of our students depends on the coordination of efforts among parents, teachers, and students. Since PS 4 strongly believes in parental involvement, we encourage and welcome parents to become active participants of their children's education. We established an open communication with the parents throughout the school year with parent workshops, newsletter, assemblies, letters, and after school events.

Parents were surveyed and asked about their needs and ideas. This survey was the foundation to design our parent involvement activities this year. These activities can be summarized as follows:

- Many parents will continue learning English as a Second Language in order to help their children as well as themselves assimilate into our culture.
- Since we have parents that are not literate in their native language, we are in the process of offering a basic course in Spanish.
- For those parents who are literate we are planning to offer a Native Language Literature Circle Book Club, where parents would read Literature and have round table discussion about them.
- Due to the influx of computers on our everyday life, our parents have requested technology classes. We will continue offering Computer Classes on Saturdays for Parents. These classes will help parents return to the work force as well as assist to monitor their children on the computer.
- ESL Beginners classes take place 1 hour a day/ 4 days a week  
Intermediate ESL Intermediate classes take place 2 hours a day/2 days a week
- Our parents are concerned about the way they can assist their children and themselves to assimilate into the new culture. We have already started to offer a series of workshops on American Etiquette, Immigration and Citizenship.
- We will continue to survey parents for feedback on current, as well as future workshops. Our school is also in the process of improving our comprehensive school renewal efforts to motivate and inform parents to attend to the needs of all our children and the school community in general.

#### Question 2: Community Based Organizations

P.S 4 has established partnerships with several community organizations that augment and support our instructional and after school programs. They offer training to parents, including parents of ELL students, on various topics. These community- based organizations are:

- Community League After-School
- UFBCO Extended Day Care Center
- Rena Day Extended Day Care Center
- Mott Hall Service Learning Program
- Fordham, Hunter, and City College Student Teaching Internship Program
- Teaching Fellows Program
- Columbia Presbyterian Hospital In-House Psychologist and Counseling Services
- Healthy School Healthy Families Program

#### Question 3: Parent Needs' Evaluation

Every year parents fill out a questionnaire about their specific interests and needs. Based on this survey, we determine the topics for their training sessions including parents of ELL students.

#### Question 4: Parent Involvement Activities

We design activities to address parents' needs and topics of interest. Every month we develop at least one parent training session as well as other outreach activities. These activities can include school performances, trips, cultural celebrations, and ESL classes.

## 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)	20	30	24	21	24	23								142

Intermediate(I)	5	27	19	24	16	10								101
Advanced (A)	26	6	16	22	18	16								104
Total	51	63	59	67	58	49	0	0	0	0	0	0	0	347

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	9	14	7	5	5	3							
	I	7	8	8	4	10	2							
	A	18	19	21	11	14	19							
	P	35	31	35	39	19	20							
READING/ WRITING	B	9	22	19	13	4	3							
	I	8	26	21	8	4	4							
	A	18	8	8	16	11	15							
	P	39	18	19	25	27	23							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	19	9	7	2	37
4	19	24	5	0	48
5	12	13	3	1	29
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10	18	9	10	4	1	1	0	53
4	3	8	4	13	4	5	3	0	40
5	3	5	12	9	3	5	1	0	38
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9		17		14		1		41
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	15		11		15		0		41
8									0
NYSAA Bilingual Spe Ed									0

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

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

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 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 **Question 1: Assessment Tools- Early Literacy**

The reading proficiency in the lower grades is measured using the DIBELS exam. The following chart summarizes the results for the last four years.

Standardized State DIBELS Test Results

Year	Intensive	Strategic	Benchmark
2006	36%	23%	41%
2007	30%	24%	46%
2008	12%	24%	65%
2009	25%	23%	52%

The Dibels Test results indicate that even when we have been making moderate gains in the number of students who are reading at grade level (benchmark) during the recent years, we have a decline of 13% this past year. That is why we are enhancing the lower grades' curriculum with new content area books that motivate students to get interested in reading. We are also designing more rigorous procedures to measure student' accountability; especially when they are working at their respective literacy stations.

**Question 2: Patterns Across Proficiency Levels**

The data for our English Language Learners can be represented by the results of the Standardized Test NYSESLAT exposed on the following chart:

Standardized State NYSESLAT Test Results

Year	Beginners	Intermediate	Advanced	Proficient
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As we can see, the number of students achieving proficiency on the NYSESLAT has steadily increasing in a range of 1% to 3%. We hope to continue making improvement in this area.

#### NYSESLAT 2010 Modality Analysis

##### Listening & Speaking

Prof. Level	K	1	2	3	4	5	Total
B	9	14	7	5	5	3	43
I	7	8	8	4	10	2	39
A	18	19	21	11	14	19	102
P	35	31	35	39	19	20	179
<b>Total</b>	<b>69</b>	<b>72</b>	<b>71</b>	<b>59</b>	<b>48</b>	<b>44</b>	<b>363</b>
<b>Proficient %</b>	<b>50%</b>	<b>43%</b>	<b>49%</b>	<b>66%</b>	<b>40%</b>	<b>45%</b>	<b>49%</b>

##### Reading & Writing

B	9	22	19	13	4	3	70
I	8	26	21	8	4	4	71
A	18	8	8	16	11	15	76
P	39	16	19	25	27	23	149
<b>Total</b>	<b>74</b>	<b>72</b>	<b>67</b>	<b>62</b>	<b>46</b>	<b>45</b>	<b>366</b>
<b>Proficient %</b>	<b>52%</b>	<b>22%</b>	<b>28%</b>	<b>40%</b>	<b>59%</b>	<b>51%</b>	<b>41%</b>

If we look at the different modalities of the NYSESLAT, we can say that students' proficiency levels are higher when it comes to Listening and Speaking. However, the difference on proficiency levels for both parts is just 8%: Listening and Speaking 49% and Reading and Writing 41%.

#### Question 3: NYSESLAT Modalities Pattern and Instructional Decisions

Based on the data, 49% of the students are proficient in Listening and Speaking and 41% in reading and Writing. We have enhanced our curriculum program with a grammar as well as creative writing component using ESL methodology to support our ELL students. Teachers are directed to perform grammar and high frequency word drills to give ELL students additional opportunities to become better readers and writers.

#### Question 4: Patterns Across Grades

Students in the lower grades tend to perform better on the Speaking and Listening sections than the Reading and Writing. That is why we have incorporated a school-wide policy of constant progress monitoring in the phonics, phonemic awareness, vocabulary, fluency, and reading comprehension language strands. Students participate in center activities according to their specific deficiencies in each one of these strands.

#### Question 5: Dual Language Program

N/A

#### Question 8: ELLs Success Evaluation

The success of our ESL and Bilingual programs are measured through a series of monthly and annual assessments that include the following

components:

- E-Class
- El Sol
- Acuity
- Unit Tests
- Weekly Quizzes
- Standardized Portfolio Tasks
- Accelerated Reading
- Informal individual observations and conferences

**Additional Information**

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

**Part VI: LAP Assurances**

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

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

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		