



FRANKLIN DELANO ROOSEVELT

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 01M034
ADDRESS: 730 EAST 12TH STREET NEW YORK, NY 10009
TELEPHONE: 212-228-4433
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 34 **SCHOOL NAME:** FRANKLIN DELANO ROOSEVELT

SCHOOL ADDRESS: 730 EAST 12TH STREET NEW YORK, NY 10009

SCHOOL TELEPHONE: 212-228-4433 **FAX:** 212-353-1973

SCHOOL CONTACT PERSON: JOYCE STALLINGS-HARTE **EMAIL ADDRESS:** Jstalli@schools@nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: JACKIE REMAR

PRINCIPAL: JOYCE STALLINGS-HARTE

UFT CHAPTER LEADER: JANET LO

PARENTS' ASSOCIATION PRESIDENT: REBECCA COLLAZO

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 1 **CHILDREN FIRST NETWORK (CFN):** JUDITH CHIN

NETWORK LEADER: ADA CORDOVA

SUPERINTENDENT: DANIELLA PHILLIPS

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
Joyce Stallings-Harte	*Principal or Designee	
Janet Lo	*UFT Chapter Chairperson or Designee	
Rebecca Collazo	*PA/PTA President or Designated Co-President	
Nin Chew	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jackie Remar	Member/ Chair	
Bonnie Velez	Member/ Parent	
Selacy Chimilio	Member/Staff	
Neil Rathan	Member/Staff	
Nelly Natal	Member/Parent	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The school will create an environment that respects individual differences, promotes high achievement in all content areas and encourages each member of the entire school community to be an active learner. We see a community of learners who are confident and prepared to meet and contribute to shaping an ever-changing complex society. All members of the school community share responsibility for ensuring a creative, supportive, intelligent and caring school environment that ensures student achievement and success.

MISSION:

The School recognizes that the key to success belongs to those who know how to learn. The academic programs offered are developmentally sequenced learning experiences that support students to develop as literate lifelong learners. We provide a balanced rigorous curriculum that includes mastery of the basics and acquisition of literacy in the humanities, arts, sciences and technology. The core instructional program is standards and data driven and incorporates the workshop model of instruction in language arts, mathematics, science, social studies, orchestral and choral music, and computer access in all classrooms.

The school has made strides toward achieving the tenets of our vision and mission. Three years ago we recommitted to taking a close look at the realities of our success at increasing student performance, improving the school's environment, providing a rigorous curriculum in literacy, mathematics, science, social studies the arts and technology, closing the achievement gap for all groups of students. In 2009, we received an A on our Progress Report with the most credit in student progress and in 2009 we received a B on the progress report with additional credit for student progress. We did show an increase in the number of students achieving Level 1 and some students slipped from level 3 to level 2 and from level 4 to level 3. During that same year, we made exemplary gains in all categories including CTT, English Language Learners and students in Self-Contained Special Education.

We have continued implementation of our school wide behavior modification system, 3Rs- Respect, Responsibility and Resiliency that honors good decision making by students through a reward and consequence system, aligned curriculum to the standards that engages students through participation in Teacher's College Reader's/Writer's Project and staff development that holds students accountable for their learning, professional development in mathematics with Aussie, adoption of research based curriculum including Everyday Math and intervention programs including Math Navigator, Scholastic Read 180 and Scholastic Read-About, Great Leaps- Reading and Math and Fountas & Pinnell, Reading Intervention Program and bought Achieve 3000 on line as a non-fiction reading program that incorporates writing, closely aligning with the Common Core State Standards and IXL for small group mathematics instruction.

We support the notion that all members of the school community share the responsibility of strengthening the community. Parents are invited to curriculum workshops and First Friday for Families, where they visit classrooms the first Friday of each month. In order for effective teaching and learning to take place, we will remain committed to superior quality professional development and high standards. We have enjoyed an increase in the quality of teaching practice as a result of the

focused, job-embedded, ongoing professional development that includes our site-based literacy coach and the Teacher's College staff developer. Our teachers attend staff development workshops at Teacher's College and follow the workshop with a write-up that is shared with staff members on the grade and others where appropriate during common preps and staff conferences. We have partnered with New York University and receive student teachers whom we have nurtured and hired. The vigor with which we have embarked upon this work has translated into more collegial relationships, an increase in staff members feeling proud of their accomplishments and wanting to see an increase in the achievement of our students and school. We have scheduled common planning time, opportunities for collaboration and articulation through inter and intra visits. The work of the inquiry group promoted opportunities to look closely at instruction in relation to student learning and allowed us to incorporate varying intervention systems to affect student achievement. Teachers and students set goals based on the data with accountability. Our expectations for student learning are explicit. Student and parents are aware of their responsibility to maintain their academic gains achieved during the school year. We send home summer work and reward students who return to school fully prepared with this work. Assessments are given at the beginning of school to determine students' skills and abilities. Students at risk for repeating the grade require intervention through guidance, a strong home-school partnership and on-going academic support through afterschool, extended day programming and small group work based on close and periodic review of data. We closely monitor student progress toward goals in order to ensure student success including students identified as repeating the grade, not making academic progress, and sub-groups such as ethnic groups, English language learners and students in special education. Each grade will serve as a quasi-inquiry team. Within 5 years, we are certain to close the achievement gap and ensure all students are making adequate progress and meeting standards with the protocols we have in place.

Student learning is consistently monitored using summative data. Teachers meet on a bi-weekly basis with administration, literacy coach and math Aussie to review student progress. Out-of-classroom teachers are expected to join a grade level team and middle school teachers will participate in collaborative inquiry. All teachers will participate in professional activities that will increase their professional learning. We will build staff capacity by sharing best practices and participating in learning that promotes quality instruction.

Our student programming include during school and afterschool violence prevention programs that include guidance intervention, academic supports and arts programming, nutrition programs such as our CookShop program, and access to neighborhood GED classes for parents facilitated by the parent coordinator.

We have worked on increasing communication with our parents and The Learning Environment Survey for 2010 shows that the percentage of parents who were satisfied with education that their children received increased from 91% in 2009 to 98% in 2010.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS/MS 34M				
District:	01	DBN #:	01M034	School BEDS Code:	310100010034

DEMOGRAPHICS									
Grades Served in 2009-10:	X Pre-K	X K	X 1	X 2	X 3	X 4	X 5	X 6	X 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	11	18	18		90.4	88.8	91.67		
Kindergarten	26	30	31						
Grade 1	29	32	39	Student Stability: % of Enrollment					
Grade 2	34	33	33	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	45	35	33		89.2	92.6	TBD		
Grade 4	36	44	40						
Grade 5	39	32	39	Poverty Rate: % of Enrollment					
Grade 6	68	63	60	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	57	73	54		76.8	76.8	93.9		
Grade 8	52	59	63						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		13	9	12		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	420	424	410		6	1	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	37	35	22						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	40	68	Principal Suspensions	28	11	12
Number all others	49	49	12	Superintendent Suspensions	22	25	28
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only			42	Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(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			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	2	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	2
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	33	34	35
American Indian or Alaska Native	0	1	1	Percent more than two years teaching in this school	21	26	27
Black or African American	22	20	21	Percent more than five years teaching anywhere	NA	NA	NA
Hispanic or Latino	72	71	69				
Asian or Native Hawaiian/Other Pacific Isl.	6	6	7	Percent Masters Degree or higher	24	26	28
White	2	2	1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	1001	100
Multi-racial			1				
Male			197				
Female			195				

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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NA
Overall Score	73.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	C	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	B	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.0	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?
-

What student performance trends can you identify?

Student Performance Trends, ELA

Early Elementary, K-2

Based on the ECLAS 2 data we have concluded that students in our primary grades are strong in the phonemic awareness strand and mostly all facets of the phonics strand, with the exception of decoding. Furthermore, the ECLAS2 results reveal that there is a common need in K-2 in the area of decoding. Another trend that we are noticing is that many of our students are struggling in the realm of Tier II vocabulary and are not meeting the standard of writing development.

Sources: Comparing the 2009 & 2010 results of the Levels of Performance on the State ELA Test and the comparison of the 2009 & 2010 item skill analysis

Upper Elementary, Grades 3-5

The trends that we have identified in grade 3 are favorable. Based on the 2010 ELA state exam there has been a decrease in students performing at levels 1 and 3 while experiencing an increase of students performing at levels 2 & 4. However, when looking closely at the item skill analysis we have seen a drop in the number of kids that are performing above target level in all three ELA Strands; literary response and expression, information and understanding and critical analysis/evaluation.

The 4th grade has experienced increases in levels 1 & 2. Furthermore, there has been a decrease in children achieving a level 3. Unfortunately, we have flat lined in the number of children reaching level 4. Looking at the item skills analysis, we have had an increase of

students performing both below & within target level in the three ELA strands while they had a decrease in students performing above the target range. The 5th grade had the exact trends in their ELA scores. The difference between 4th and 5th grade was that the 5th grade had a dropped in the number of students that achieved a level 4 in 2010.

Middle School, Grades 6-8

The trends detected have been that there was an increase of students performing at levels 1 & 2 across all three grades while experiencing a decrease in the amount of students performing at level 3. We have stayed consistent and haven't had any students performing at level 4. Looking at the item skill analysis we see big increases of kids who are performing below the target range in the area of information and understanding, literary response and expression and critical analysis/evaluation. The later makes sense after looking at the large decreases of students that are performing within and above the target ranges in all 3 strands.

IEP, Grades 3-8

The 2009-2010 NYSELA test evidenced an increase in the percentage of students performing at Level 4, a decrease in the percentage of students performing at Level 3 and an increase in Level 1. The item skill analysis showed that the number of IEPs students performing above the target ranges of the three strands decreased. However, students in grade 3 & 4 also had decreases in the number of kids performing below the target range. It is encouraging that to see that most of the kids in 3rd & 4th grade fell within the target range.

Students in grades 5-8 with IEPs showed that the numbers of those performing below the target range spiked up dramatically while those performing above went down. This trend is consistent with the whole school population trends.

ELL, Grades 3-8

ELA Findings for ELLs

In grades 3-8 there has been an overall increase of ELLs that are achieving levels 2, 3, & 4 on the ELA state test. The number of ELLs at level 1 has dropped by 5% while we experienced an 11% increase of ELLs performing at a level 2. We did see a drop in students achieving a level 3 by 12%. However, that is a favorable number when we look at the percentage of ELLs attaining a level 4; we saw an increase of 6%. The item skill analysis further uncovered that the trends for the ELL population is similar to that of the trends we saw for the whole school population. It seems that, consistently, the number of students performing at above the target and within target levels of the three ELA strands is dropping. The number of students falling below the target range of the three strands has increased. They are having difficulty with the following strands Information and Understanding, Literacy Response and Expression, and Critical Analysis.

NYSESLAT Findings

- All ELLs are proficient or advanced in the NYSESLAT Listening/Speaking modality.
- Students are weaker in the Reading/ Writing Modality of the NYESLAT scoring mostly Intermediate level and some advanced and beginners.

- Current 4th grade ELLs are all Advanced level and one Intermediate. They all went up one proficiency level from the previous year.
- The majorities of 7th and 8th graders are advanced and missed the benchmark of proficiency (testing out) of the NYSESLAT by a few points.
- The majority of Beginner ELLs are K-2nd.
- ELLs from 3rd-5th grade in the past few years show the biggest improvement on the NYSESLAT.
- When ELLs become proficient on the NYSESLAT and test out of ESL the majority of the time they test out in 3rd and 4th grade.

Greatest Accomplishments over the last couple of years:

The initiative which our school principal introduced, namely the appointment of ICT, (Intergraded Collaborative Teaching) in grade levels 1st thru 8th, has undoubtedly worked in favor of the IEP students. One of our key actions was not just to assume success because extra people were available to promote it. Therefore, we have worked really hard to set systems in place that would maximize the use of a larger staff. All our attention to this facet of the initiative has paid off, here has been one of our biggest successes, the high level of collaborate displayed by staff working within the ICT setting. Our greatest gains have been made in the areas of teacher collaborating while planning and when delivering instruction. It has been owed to the extensive professional development that has been offered to ICT teachers. The PD sessions have allowed teachers to investigate best practices and models of ICT to implement.

In addition, the scheduling of common planning periods has made collaboration possible. These common planning periods have given ICT teachers time to articulate across their grade level, with coaches and with the school's administration. During these meetings clear definitions of the specific roles of ICT teachers within an inclusion class is supporting the targeted focus on student learning outcomes. Differentiated learning activities and expectations of learner independence are also key professional learning ideas receiving focus in data-based grade level meetings.

We have carefully elaborated the particular formative assessment data being gathered and ensured scaffolded, in-class support each day as a new learning idea and objective is established. This data has flowed immediately to re-teaching experiences and to extra learning opportunities either on Fridays or through extended day and homework activities.

Another huge accomplishment has been our implementation of TC staff development days to encompass our middle school cross content area teachers. This year we made strides with trickling best literacy practices into the realm of technical subjects. In this way we have been transitioning ourselves into the implementation of the new Common Core Standards. Changing the way we perceive content area work has been a noteworthy accomplishment this year.

In addition, we have been very mindful to ensure that we have been providing students with academic rigor while moving up through the grade levels. An integral part of that work has been planning out units of study across grade levels that spiraled grade to grade. We have accomplished this by ensuring that staff members have been engaging in vertical planning sessions. During these planning session, staff has worked together to create cross curricular content area maps that will drive our instruction during the upcoming year.

Most Significant aids and barriers to the school's improvements:

While the implementation of ICT has made our school stronger in the realm of collaboration, it has also given us new challenges. Our student population has changed and in order to serve them better our staff needs professional development in order to meet the diverse needs of our population. As a staff we have worked really hard on developing our methods and content. Now, we want to move into understanding behaviors and the appropriate ways in which we deal with them. Even though we have gotten really great at the "what" & "how" we teach, we need to further understand our students on an emotional and social level.

In addition, we have worked really hard on developing delivering targeted small group instruction and differentiation of the process variety. We have not been as successful in ensuring that we are delivering instruction that ensures differentiation on the process and product level. Being that we philosophically believe in and embrace diverse learners, this is a barrier that has not allowed us to tap into the maximum potential of all our students.

Another roadblock that we have faced surfaced after doing some inquiry work in our building around academic language and building tier II & III vocabulary. We noticed that students were not implementing content appropriate vocabulary during whole group discussions, small group activities, and 1:1 conferences or transferring into their writing about content. We want to deliver instruction that will instill an academic voice in our student body and create systems for tracking students' growth. While we are educated in its importance we are still in the developing stages of the work.

MATHEMATICS

Middle School Students

Our three-year data years 2006-2009 indicated for Gr 6-8 sustained and significant growth in achievement scores but classroom data and NYS test score data indicate an increase in level 1 performance across the grades in middle school math for 2009-2010. The math teachers had decided to implement three strategies to try and maintain and exceed the growth rates from previous years' scores and achievements which have value and we want to continue. Additionally, we have made staffing changes to help address these issues, namely grade level changes and the addition of an intervention/coach for middle school mathematics.

The first of these is to better differentiate daily classroom instructional environments. One of the ways in which teachers are developing in this regard is through systematic weekly individual student conferences with each student. These conferences not only provide opportunities for direct teacher-to-student feedback about learning progress, but also help in individual learning goal formation.

The second strategy being adopted is to work in small groups with a deeper range and depth of math problem tasks for students to tackle. By collaborating with peers, and trying a variety of methods to solve a multi-dimensional standards-based problem with peers, each student can gain awareness of working from visual representations, via computations through to logical structuring of writing math solutions.

The third strategy is to articulate the weekly learning program closely with standards. Teachers are drawing on their own resources, texts and digital learning tools to help students experience a math procedure, skill, strategy or concept in multi-dimensional ways. It is believed that better connections and deeper comprehension will occur through this approach.

Students with IEPs

Our data made really good progress two years ago, but tended to flatten out in last years' scores. As a result we are now matching up classroom teachers with intervention teachers in collaborative team teaching meetings to ensure that the focus of additional support for learners who for whatever reason are behind their peers is directed toward explicit upward steps aimed at gaining short-term success in a weekly whole-class objective in which the students with IEPs also reach minimal standards success.

What are the most significant aids or barriers to the school's continuous improvement?

The appointment of ICT teachers at all grade levels, will undoubtedly work in favor of the IEP students. The key action is to not just assume success because extra people are available to promote it. We must carefully elaborate the particular formative assessment data being gathered and ensure scaffolded, in-class support each day as a new learning idea and objective is established. This data must flow immediately to re-teaching experiences and to extra learning opportunities either on Fridays or through extended day and homework activities. A new structure for teacher articulation meetings through strategic use of Extended Day professional time is already improving the accuracy of the different focal points selected by groups of teachers assigned to helping individual students through different support programs. Clear definition of the specific roles of ICT teachers within an inclusion class is supporting the targeted focus on student learning outcomes. Differentiated learning activities and expectations of learner independence are also key professional learning ideas receiving focus in data-based grade level meetings. Teachers must continue to participate in professional development activities in order for the model to thrive and affect student learning. Of the English Language Learners tested, only three students received a one in Math. The rest of ELLs received a 2 or higher in Math. ELLs are having difficulty with probability and statistic strand.

More rigorous attention to planning effective, hands-on lessons in both Geometry and Measurement strands across the Gr 3-8 math program must also be seen this year. We note that in the 2009-2010 State Test data analyses, students across most classes perform less well in these areas than in Number Sense, Algebra and Statistics and Probability. With the new Common Core State Standards now published and a focus for professional development, alignment of the connectivity between the Common Core and New York State math standards at each grade level is the first step toward greater conceptual capacity, better comprehension and clearer thinking within our cohorts of students about applying learned calculation procedures to particular problems. In particular, the Standards for Mathematical Practice are a current professional development practice, as teachers seek better understandings of how different learners think, comprehend and hypothesize the dimensions of a word problem when engaging in tasks to practice the application of mathematical knowledge.

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.

Goals:

ELA Component

Goals:

- to develop all pre-K to Grade 8 students' comprehension of academic language and appropriate use of academic language within oral and written tasks across content area

- to increase both the volume and quality of all students' work output and learning engagement in day-to-day lessons, therefore broadening and deepening their capacity for success in ELA, Science, Math and Social Studies

- to extend differentiation of process, content and product in all learning areas for all students

Academic Language

- Current ELA curriculum has been aligned with the Common Core State Standards, especially the Standards for Language: Conventions of Standard English, Knowledge of Language & Vocabulary Acquisition and Use. Teachers are going to further cultivate that early effort through unit plans. We have built into our unit plan templates a portion to plan for Words & Phrases for thinking, Talking and Writing. These plans will enable us to be deliberate about how we are going to build academic language across all content areas throughout our units of study.

- We will be implementing the use of word walls in all classrooms to facilitate thinking, talking and writing in all content areas that will serve as a point of reference for students. We are hoping to have students use this to facilitate talk and writing about content areas as a way to show what they have learned during classroom discussions.

- The requirements for monthly data review meetings to focus on individual examples of students' work and use of academic language within their written responses will be made very clear in advance. Our School has devised a “Collect & Assess” ELA document which

details monthly what data will be used to further assess the progress that our students are making towards our goal of academic language.

- A portion of staff members will engage in inquiry work that will be based on building academic language during Thursday afternoon session PD sessions.

MS Students' Engagement and Work Output

Increasing Students' Engagement and Academic Rigor

- A yearly over arching topic in Middle School that the Literacy Coach and the Teacher's College Staff developer for 3-8 will be initiating and addressing is that of the practice of grading & feedback. As a staff we will be working on ensure that we are sending the right message to students about what they produce as a way to make them accountable for their productivity.
- The Literacy coach will visit classrooms as detailed on the coaching schedules, Sept. 2010, and provide feedback around learner involvement and classroom discourse. In addition, provide demonstration lessons that will increase students' engagement and work output.
- We will use PD sessions as a time for staff members to participate in vertical planning meetings. During these vertical planning meetings we will use the Common Core State Standards as a guide to help us understand the differences and increasing demands up the grade levels in the areas of reading, writing, listening and speaking. We will use the later information to create curriculum maps for spiraled reading and writing units of study.
- A yearly over arching topic in Middle School that the Literacy Coach will be initiating and addressing is that of the practice of grading & feedback. As a middle school staff we will be working on ensure that we are sending the right message to students about what they produce as a way to make them accountable for their productivity.
- The Literacy coach will visit classrooms as detailed on the coaching schedules, Sept. 20010, and provide feedback around learner involvement and classroom discourse. In addition, provide demonstration lessons that will increase MS students' engagement and work output.
- To increase both the volume and quality of Grade 6-8 students' work output and learning engagement in day-to-day lessons, therefore broadening and deepening their capacity for success in ELA, Science, Math and Social Studies
- The math consultant will visit classrooms in middle school math and provide coaching feedback about learner involvement and classroom discourse, on a 2-weekly basis.

- Coaching meetings will discuss the successes and needs evident from the data gathered in these lesson visits, and co-teaching lessons and if needed lesson demonstrations will also be offered to support the focus on how much math is being produced in a typical lesson period.
- The support of the proposed Middle School Math in-class support teacher in working with small group learning tasks and engaging students in conversations about the math ideas and how to understand and solve problems of different capacity levels will be utilized.
- Assuming a satisfactory quality and range of rounded learning tasks in the Gr 7 and 8 resources being produced this summer, the www.ixl.com resource currently available to Gr 2-6 students should be extended for independent math self-development time within daily 90-minute lessons, so that students track their assessment outcomes carefully and work on selected links which enhance their skills and success rates with areas of math that need polishing up.

Differentiation

- During the ELA planning meetings teachers will work with the literacy coach to continue the efforts of differentiating the ways way in which we are celebrating work and publishing. We will take a look at our class profiles to ensure that we are tapping into all abilities, interests and learning styles.
- In addition, we will be making use of the bands of reading as a way to spiral reading units of study as a way to ensure that we are differentiating the content to fit all level readers.
- To track and report we will continue to use the data binders that we have in place. These binders will not only help us articulate with outside staff, faculty and parents but it will allow us to empower children to get a sense of who they are as learners.
- A portion of staff members will engage in inquiry work that will be based on differentiated instruction during Thursday afternoon session PD sessions.
- During the ELA planning meetings teachers will work with the literacy coach to continue the efforts of differentiating the ways way in which we are celebrating work and publishing. We will take a look at our class profiles to ensure that we are tapping into all abilities, interests and learning styles.
- In addition, we will be making use of the bands of reading as a way to spiral reading units of study as a way to ensure that we are differentiating the content to fit all level readers.
- To track and report we will continue to use the data binders that we have in place. These binders will not only help us articulate with outside staff, faculty and parents but it will allow us to empower children to get a sense of who they are as learners.

- Monthly coaching meetings will always include examples being generated by the meeting of 2 plans for upcoming lessons which contain 3 types or genres of learning tasks, with 3 different levels of challenge and comprehension built into each of the 3 genres. These 9-grid lesson plans will be circulated to teachers in grades above and below the grade level concerned, so that ideas and strategies are shared and the between-grade linkages to the flow of math learning become stronger.
- Over time, this effective lesson-planning model will become a stronger norm than what it is currently presenting itself as in too many classrooms, as the group-work tasks set for students do not always contain different levels of challenge or expectation.
- Re-teaching planning by ICT teachers will be a big focus of individual coaching support, with successful models for this (e.g. the Gr 3 classes) will be described and explained for other classes to raise the level of student achievement as a result of the extra ICT staffing and individual learner support
- The middle school in-class math support teaching role will be able to provide extra levels of both student support and task diversity, with the Silicon Valley Exemplary Math Teaching indicators the focal point of planning worthwhile learning tasks to build math knowledge and reach Common State Math Standards levels more consistently in these grades.
- The www.ixl.com resource will be a feature of weekly laptop work by individual math students, and the data generated will be a rich source for guiding both small group re-teaching and next-day whole-class mini-lessons.
- To extend differentiation of process, content and product in all learning areas for all students

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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Differentiated Instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>One hundred percent of all teachers will plan and implement lessons that require differentiation in either process, product or content for 90% of lessons for all students by June, 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - All teachers will participate in planning and implementation support for differentiation provided by CFN - Teachers will participate in grade level meetings with literacy coach and Aussie that include differentiated planning for all students. Teachers will visit schools with exemplary differentiation models of teaching.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Plan professional days with CFN 3X year. Professional development training rate and per session, November, 2010, January, 2011. C4E funding - Set-up lab site visits and intervisitation at school a minimum of 5X/year. Per Diem subs for site visits, November, 2010, January, 2011. - Provide schedule for planning with literacy coach and Aussie monthly. Per Diem subs for intervisitation, November, 2010 – May, 2011.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Lesson plans will reflect grouping and conferring monthly October 2010 – June 2011 - Professional development plans will include schedules for off-site meetings and in-school visitation - Workshop schedules - Administrator’s observations of lessons and attendance at meetings, January, 2011 - Teacher’s workshop notes - Lab site notes

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Academic Language Acquisition

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Ninety percent of classroom teachers will participate in professional development on use of academic language and increase their usage in 90% of all content lessons by June, 2011. This will result in a 20% increase in performance on in-class assessments, January – June 2011. Sixty percent of students will construct effective arguments through the effective use of language in all content areas and exhibit a minimum of Level 3 on persuasive/argument rubrics by June 2011 according to the Common Core State Standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - A survey of teachers and performance on the extended response portion of the NYSELA test indicated that most students are not able to construct effective extended responses due to limited use of academic language and language structure. - All teachers will be trained to implement use of academic language across content areas that call upon students to use this language in their arguments. Teachers will review these writings during monthly grade meetings, October, 2010 – June, 2011. - Teachers will participate in professional development, September, 2010 – June, 2011. - Teachers will meet with the literacy coach, TC staff developer, Math Aussie, data specialist, principal and assistant principal to evaluate plans for instruction, weekly, November, 2010 – June, 2011. - Teachers will meet with coaches to evaluate student work product at bi-monthly grade meetings. November, 2010- May, 2011. - Students will be required to write daily, participate in in-class discussions and content-area projects that reflect appropriate use of crafted language Ninety percent of classroom teachers will participate in professional development and increase their use of academic language instruction evidenced in 90% of lessons by May, 2011. -

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Student performance on multiple assessments 3X year including on-demand writing, in-class discussions, and content-area projects will be administered. - Teachers will attend professional meetings on use of Tier I, Tier II and Tier III usage, November, 2010 – May, 2011. - Use professional books and team meetings to discuss and rate student performance in writing, speaking and use of language across the content areas. - Teachers will meet in weekly grade meetings to evaluate student performance and plan for site visit, November, 2010 - Per diem subs for intervisitation, November, 2010 - Professional development training rate and per session, January, February, March, 2011.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Review and assessment of student work during grade meetings - Grading of on-demand assessments, student projects and in-class discussions - NYSELA results will demonstrate an increase of 20% in student performance on the persuasive argument performance tasks. <ul style="list-style-type: none"> • Professional development schedules • Teacher's will be observed conducting small group strategy lessons and large group lessons using exemplary language instruction techniques in 90% of lessons, January, 2010- June, 2010. • Lesson plans will contain instruction in academic language acquisition activities and performance tasks.

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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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Academic Rigor/Student Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the performance of students with IEPs on the Achieve 3000 for literacy and Ed Performance math assessments by 25% on the Fall, Winter and Spring assessments using a computer –based model of targeted instruction that engages the learner.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Results on Achieve 3000 and Fall, Winter and Spring Ed Performance Assessments. - Per diem sub coverage - Teachers will attend Achieve 3000 professional development - Professional development meetings with literacy coach and Aussie - Students meet in small groups with intervention teachers after completing assignments and teacher has assesses writing pieces.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Professional development training rate and per session, October, 2010, November, 2010 • Per diem subs for site visit, January, 2011 • Per diem subs for intervisitation, January, 2011
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Evidence of student progress will be performance on Achieve 3000 and student performance on the Ed Performance assessments • NYSELA results will demonstrate an increase of 20% students performing at Level 3. • NYSMATH results will demonstrate an increase of 20% of students performing at Level 3. • Professional development schedules • Monthly data review meetings

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	1	-	N/A	N/A	1	-	1	-
1	12	32	N/A	N/A	6	1	1	-
2	14	39	N/A	N/A	11	1	1	1
3	11	31	N/A	N/A	2	1	-	-
4	16	36	-	-	8	-	-	-
5	21	30	-	-	9	-	-	-
6	20	38	-	-	15	-	-	-
7	27	31	-	5	11	-	1	-
8	21	11	8	7	13	-	1	-
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Students identified as at-risk as indicated by teacher assessments and/or state tests attend extended day session for the following intervention services: Achieve 3000, Words Their Way, guided reading, and independent reading conferences. During the school day, Great Leaps, Read About, Leveled Literacy Intervention and At-Risk SETSS are available to at-risk students.
Mathematics:	Students are identified as at-risk based on state test scores and in Grade 3, based solely on teacher assessments. Students in grades 3 – 8 receive pull-out intervention services in small groups using Math Navigator, Great Leaps Math or Math In The City outside the classroom, or teacher pushes in and provides intervention services in the classroom. Students in grades 6 – 8 receive push-in intervention services for content or pull-out for fluency.
Science:	Science teacher meets with students considered to be at-risk for failure based on classwork, attendance and test scores. Teacher meets during lunch period with flexible student groups. Grade 8 test prep materials are used for instruction.
Social Studies:	Social Studies teacher meets with students identified as needing help with content or organizational skills at lunch time for intervention.
At-risk Services Provided by the Guidance Counselor:	School guidance counselors meet during the school day with small groups, or individually, to provide a safe environment where students can explore personal or psychosocial issues using a respect framework, and develop skills that can be used in the classroom regarding conflict, compliance and respect. In addition, counseling is also provided regarding career development, high school applications, teacher/student mediation, student/student mediation, attendance, crisis counseling or family issues.
At-risk Services Provided by the School Psychologist:	School psychologist meets with students during the school day, one to one, for crisis management and follow up.
At-risk Services Provided by the Social Worker:	Students are identified at the PPT meeting and seen by the social worker and social worker intern in small groups or individually as needed.

At-risk Health-related Services:

School nurse meets with students with medical needs such as diabetes management during the school day.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be Served: 41 LEP 331 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Franklin Delano Roosevelt School is a Pre-K - 8 school with 392 students. There are 41 ELLs in grades K-8. The predominant languages spoken by the ELLs are Spanish and Chinese. The school population comprises 20% Black, 71% Hispanic, 1% White and 5% Asian students. The student body includes 11% English Language Learners and 22% students in Special Education. Boys account for 52% of students enrolled and girls account for 48%. Average attendance is 91%.

Section II. Title III, Part A LEP Program Narrative

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

The ELL program in the school utilizes a push-in/pull-out ESL teaching model. Students are clustered by proficiency level for instructional purposes. Advanced level children are located. PS 34 uses both a push-in and pullout model. Specific ESL approaches include scaffolding the work being conducted in the regular classroom to meet the needs of the ELLS. Total Physical Response is used as well as an emphasis on making input comprehensible and incorporating native language conventions with the recognition and acquisition of English conventions. Content area is addressed by utilizing the above mentioned ESL approaches by making classroom and cluster teachers aware of the necessary modifications for ELLS as well as training teachers to use the same ESL approaches. A balanced literacy approach is in place at PS 34 that supports teaching literacy to ELLS through a scaffold approach. ELLS are supported to learn content and academic language by providing native language materials whenever possible to use side-by-side in instruction. Bilingual dictionaries are also provided to ELLS. Ensuring that input is comprehensible through the use of pictures, native language, etc. is the emphasis of the ESL program in regards to developing literacy and content language. PS 34 has textbooks and workbooks in Spanish available for ELLS to use. PS 34 also has a portion of the library dedicated to native language books in a multitude of genres. Bilingual books on tape are also available. School publications are produced in both English and Spanish. LABR and NYSESLAT results are used to guide instructional decisions by analyzing which modalities require the most emphasis and focusing instruction accordingly. The Teachers College curriculum is followed at PS 34 for all ELA instruction. ESL instruction is simply a modified version of the same ELA curriculum, scaffold for the individual student and their proficiency ability. Content area instruction is conducted in the same way. ELLS follow the same curriculum as their non-ELL classmates, but have scaffolds put in place by the classroom and ESL teacher to ensure their understanding and production in the classroom. Academic rigor is ensured with this approach because students are required to keep up with their classmates and grade level material. ELLS are also provided with supplemental content-based instruction and support in the Title III After-School program. In the after school program they receive additional language support and extra help with their homework or any class work they need help with.

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.

The ESL Title III teacher will attend workshops offered by the Instruction Learning Support Organization and Teacher's College. This will be covered by a per diem sub for seven days in order to attend the workshops. The Title III Professional Development program will focus on Enhanced ESL strategies. The ESL teacher will attend a workshop at TC titled, Adapting the 1-2 Balanced Literacy Classroom to be Sure your ELLs Receive the Scaffolds and Invitations that are tailored to them. The Title III ESL teacher will attend three ESL workshops in the fall and four more sessions in the springs. Dates and titles of workshops will be announced at a later date. In addition, beginning in the Spring of '11 a professional study group will be formed consisting of 5 teachers: The ESL teacher, one General Content teacher from one second grade, and one General Content teacher from seventh grade, one fourth grade teacher, and one third grade teacher. The study group will meet once a week for one hour at a time a total of 5 sessions per study group. All Title III professional development will be provided at no cost to title III.

Section III. Title III Budget

School: PS/MS 34 _____ BEDS Code: 01m034 _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$5987	120 hours of per session for ESL and General Ed teacher to support ELL Students: 120hours x \$49.89 (current teacher per session rate with fringe) = \$ 5987.00
Purchased services - High quality staff and curriculum development contracts.	\$3,213	Consultant, ESL staff developer working with teachers and administrators 2 days a week on development of curriculum enhancements
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,000	Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books
Educational Software (Object Code 199)	\$1,800	3 Rosetta Stone language development software packages for after-school program
Travel	--	
Other	--	
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Assessing PS 34's written translation and oral interpretation needs were determined by examining the home languages of the PS/MS 34 ELL population. Teachers also indicated the need for translated versions of parent communication as well as the need for oral interpretation during parent conferences. Confirmation of these school-wide needs was determined by conducting teacher surveys and examining home language data using ATS.

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

The written language needs of PS/MS 34 include the translation of parent communication into Spanish, and Mandarin. Seventy percent of the parents of students speak Spanish and about 10% are Mandarin/Chinese speaking. There is a clear and definite need for oral/written interpretation services at PS/MS 34 in the languages of Spanish and Mandarin. These interpretation services are necessary for teachers and parents to clearly communicate regarding ELL academic programs, student participation and performance. These findings were communicated to the school community by utilizing the Parent Coordinator to disseminate information to parents, and by sharing the information with the School Leadership Team to make them aware of the needs and actions to be taken. Notices to parents are always translated by staff member in Spanish and Mandarin. There is adequate staff to communicate with parents orally and provide translations when necessary.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

PS/MS 34 plans to provide written translation services in the following ways:

- Report card translation- Parents will receive report cards in their native language.
- Parent Letters- School and teacher communication will be provided to parents in their native language.
- Permission Slips-Class trips will be communicated to the parents and permission slips sent home in their native language.
- School-wide Notices and Flyers- School based communication will be provided to parents in their native language.
- Translation will be provided in house by staff members who are Spanish and or Mandarin literate and DOE's sole vendor-LIS Translation per the DOE's negotiated rate.

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.

Over-the-phone Interpretation- This is provided by the Translation and Interpretation Unit or a bilingual speaking staff member when a parent of an ELL (or any student) needs to be contacted by the teacher or administration regarding a student. In-Person Interpretation- This is to be provided at scheduled parent conferences and services provided by the DOE's sole vendor-LIS Translation per the DOE's negotiated rate.

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>.

Written notification of parental rights regarding translation and interpretation services and instructions on how to obtain such services will be provided to parents who have a native language other than English within the first 10 school days of the 2009-2010 school year. A sign in covered languages represented at PS 34 will be posted near the main office indicating that native language notifications can be obtained in the main office. PS 34's Safety Plan for 2009-2010 will incorporate procedures for ensuring that parents in need of language assistance services have equal access to administrative office services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	397,403	5,740	403,143
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,731	580	5,311
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23,655	*	
4. Enter the anticipated 10% set-aside for Professional Development:	47,310	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100% _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
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.

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$397,403	X	
Title I, Part A (ARRA)	Federal	X			5,218	X	
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			15,000	X	
Title IV	Federal			X			
IDEA	Federal	X			\$310,049	X	
Tax Levy	Local	X			\$2,306,360	X	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

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).
There are a total of seventeen students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
Students are provided with school supplies such as book bags, books, items needed for instruction.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 034 Franklin D. Roosevelt						
District:	1	DBN:	01M034	School		310100010034	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	16	15	17		88.8	91.1	91.2
Kindergarten	35	32	29				
Grade 1	30	37	37	Student Stability - % of Enrollment:			
Grade 2	34	31	43	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	37	33	28		92.6	92.3	92.6
Grade 4	37	39	37				
Grade 5	45	39	37	Poverty Rate - % of Enrollment:			
Grade 6	52	60	53	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	66	58	55		76.8	93.9	99.2
Grade 8	71	62	53				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	50	44
Grade 12	0	0	0				
Ungraded	1	4	4	Recent Immigrants - Total Number:			
Total	424	410	393	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	7	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	23	17	Principal Suspensions	27	18	24
# in Collaborative Team Teaching (CTT) Classes	39	60	62	Superintendent Suspensions	26	28	28
Number all others	28	18	26				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	35	37	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	12	8
# receiving ESL services only	38	44	TBD				
# ELLs with IEPs	3	16	TBD	Number of Educational Paraprofessionals	1	2	6

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	2	13	% fully licensed & permanently assigned to this school	100.0	100.0	94.9
				% more than 2 years teaching in this school	68.6	64.9	67.5
				% more than 5 years teaching anywhere	54.3	51.4	47.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	70.0	70.0
American Indian or Alaska Native	0.7	0.7	1.3	% core classes taught by "highly qualified" teachers	92.8	100.0	98.6
Black or African American	20.5	21.0	20.6				
Hispanic or Latino	69.6	68.3	68.7				
Asian or Native Hawaiian/Other Pacific	6.6	6.8	6.6				
White	2.1	1.5	2.5				
Male	50.5	51.7	50.6				
Female	49.5	48.3	49.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	53	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.8						

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

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

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



NEW YORK CITY DEPARTMENT OF EDUCATION
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Rosemarie Gonzalez, Asst. Principal

TITLE 1 PARENT INVOLVEMENT POLICY 2010-2011

In support of strengthening student academic achievement, PS/MS 34 receives Title 1, Part A funds and therefore has jointly, with Title 1 parents, developed the following parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). It includes expectations for parental involvement and describes how the school will implement a number of specific parental activities. PS/MS 34 will take the following actions that are designed to support effective parental involvement and strengthen student academic achievement.

1. PS/MS 34 will convene an annual meeting for parents of participating Title 1 students, for the purpose of explaining the program offering. This meeting is usually held at the start of the school year but may be convened after the School Leadership Team is convened.
 - a) Parents will be asked to volunteer to serve on a committee during the school year to help plan and review Title 1 programs.
 - b) Title 1 funded staff will meet with parents to familiarize them with the academic expectations and supports available to students, and make parents aware of the role that parents must play in having children achieve academic proficiency.
 - c) Develop a parent involvement plan that outlines how parents, staff and students will share ideas and outline responsibilities which will enable participating Title 1 students to achieve higher standards. This will be reviewed regularly at Parent/Teacher Association (PTA) meetings and School Leadership Team (SLT) meetings.

2. PS/MS 34 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school will use the findings of the

evaluation of its parental involvement policy to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies.

- The evaluation will be conducted by members of the SLT. The SLT will issue a survey that will be completed by November. The results will be reviewed at SLT and PTA meetings when parent comments will be solicited.
3. PS/MS 34 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school's involved parents and the community. This will improve student academic achievement through workshops that will provide the following information:
- i) The State's academic content standards
 - ii) The State and local academic assessments including alternate assessments
 - iii) The requirements of Title 1, Part A
 - iv) How to monitor your child's progress
 - v) How to work effectively with educators
- Evening workshops held in conjunction with PTA meetings and/or Parent/Teacher Conferences
- b) PS/MS 34 will provide materials and training to help parents work with their children to improve academic achievement, such as literacy training, mathematics training, content-area training, and using technology. We will cultivate parental involvement by:
- Distributing curriculum outlines to familiarize parents with academic requirements.
 - Offering evening workshops conducted by teachers and other staff as well as Community Based Organizations (CBOs).
- c) PS/MS 34 will, with the assistance of the district, Office of Family Engagement and the Integrated Curriculum and Instruction (ICILSO), educate its teachers, pupil services personnel, administrators and other staff on how to communicate with and work with parents as partners, in building collaboration in support of student academic achievement.
- Parent Coordinator will serve as a resource for these activities.
- d) PS/MS 34 will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent

to parents of Title 1 participating children in an understandable format, including multiple languages

- Translate all mailings as necessary
- Identify preferred method of communication for parents and maintain up-to-date e-mail, postal and phone contact information

Adoption

This School Parental Involvement Policy and the School Parent Compact will be developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A programs as evidenced by the SLT and PTA meetings on specific dates. The school will distribute this policy to all parents of participating Title 1, Part A, and children.

Principal's Signature Joyce Stallings-Harte

Date: September , 2010

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) LAP narrative to this CEP.

LAP Introduction

PS/MS 34 has a Freestanding ESL program. The school utilizes a pull-out ESL teaching model. The ELL groups are grouped by proficiency level and grades. The groups are as follows: grades K-1, 1-2, 3-4, 6-7, and 7-8. All groups are seen for eight periods a week to be in compliance with Part 154 Laws. All academic instruction is in English during the school day. ELLs are identified upon registration according to their Home Language Survey. Based on this Home Language Survey Spanish is the predominant language of ELLs, followed by Chinese. PS/MS 34 has a population of 412 students and 43 (11%) of them are ELLs. They are assessed by the state test, LAB-R. The results determine ESL service eligibility and the Part 154 mandated service time requirement. Students receiving continuation of services are assessed using their most recent NYSESLAT scores to determine proficiency. A daily pullout/push-in program for grades K-8 is provided to ELLs in leveled groups that satisfy the 8 periods (45 minutes per period) per week for Beginning and Intermediate level students and 4 periods (45 minutes per period) per week for advanced students. Services will be delivered using an interdisciplinary model of instruction. Currently based on ESL assessment data 7 ELLs are beginners, 14 Intermediate, and 11-advanced proficiency. Seven of these ELLs are in self-contained special education classes. There are a total of 43 ELLs and 3 of these ELLs have been in the country for 3 years or less, and the remainder was born in the United States.

The LAP committee is made up the principal, assistant principal, ESL teacher, two guidance counselors, a third grade teacher, a six grade teacher, the parent coordinator, and a parent. The ESL teacher has New York State Permanent Certification in ESL grades K-12 and the certification/license is on file,

A balanced literacy approach is in place that follows Teacher's College Workshop Model for all ELA instruction. ESL instruction is simply a modified version of the same ELA curriculum, scaffold for the individual student and their proficiency ability. All ESL lessons provide students with social and academic language development that stimulates student's own knowledge and experiences connected to the lesson. Contextual support is also important and come through peer interaction, visual aids, maps, charts, graphic organizers, and manipulatives. The ESL teacher also incorporates various components of Krashen's Input Hypothesis during ESL instruction. There is an emphasis of the input and the affective filter hypothesis. Using the input hypothesis acquisition of the English language will occur and does occur when ELLs receive optimal comprehensive that is interesting and a little bit beyond their current level of competence (i+1). The ESL teacher is providing students with English instruction that is just a little above their comprehension. The ESL teacher is aware that for newcomers speaking a new language can cause anxiety, which is why the affective filter is low in order for the input to be noticed and understood by the ELLs. Total Physical Response (TPR) is used as well as an emphasis on making input comprehensible. Academic language development is also planned with individual goals of achievement set for each student. A team effort between student and teacher is used to achieve the goals. ESL methodologies (repetition, translation, visuals, etc.) are used to foster achievement of these academic language (CALP) goals.

ELL Identification Process:

Every new student to the NYC DOE will receive a home language survey in the appropriate home language. The ESL teacher, parent coordinator, or pupil personnel secretary will administer the home language survey to the parent. All three staff members are qualified and trained in administering the home language survey. The ESL teacher reviews all home language surveys and determines which students are speakers of a second language and require LAB-R testing. ELLs are annually evaluated based on NYSESLAT scores. Each year the ESL teacher checks the current NYSESLAT score with previous NYSESLAT score to see if progress has been made. ELLs will be placed in the appropriate ESL class based on language proficiency.

Within the first ten days of school, parents of new ELLs as well as former ELLs of PS/MS 34 are invited to an ELL parent workshop orientation. The ESL teachers as well as the parent coordinator host the workshop. The Transitional Bilingual, Dual Language, and Freestanding ESL are explicitly explained in full detail. The parents in their native language, which provides more information about their choices, also view a DVD video. When a parent cannot attend the ESL Parent orientation individual meetings with the ESL teacher and or the parent coordinator are arranged to discuss parent's options/ The ESL teacher is periodically checking parent selection forms to keep up to date with parent choices. Based on the parent feedback at parent workshop and parent selection forms the majority prefers their child to receive ESL services. As the ELL population grows and there is a desire from parents for a bilingual program PS/MS 34 will take the initiative to contact and with ELL/Bilingual department at the ISC to try and implement a bilingual program

During the ELL Parent Workshop all parents are provided with the program selection form in their native language and are provided with assistance if necessary all parents are informed of the three choices of Transitional Bilingual, Dual Language, and freestanding ESL options. All parents of returning ELLs will receive an ESL entitlement letter sent home in the appropriate language within the first week of school.

After reviewing parent surveys and program selections for the past few years the majority have been requesting a Freestanding ESL Program. The ESL teacher is periodically checking parent surveys to keep up to date with parent choices.

The programs models offered at the school are aligned with parent request and needs. If parents would like a Bilingual or Dual Language program model one will be provided when there is a sufficient number of ELLs (20 or more students within two consecutive grades that speak the same language). If a parent would like their child to be attending a bilingual or dual language program they are aware that they have the right to transfer to another school that will provide the program they desire. They will also be assisted in contacting the ISC personnel that can arrange the transfer.

Programming and Scheduling Information

How is instruction provided?

The organization model consists of a push-in and pullout model.

Students are clustered by proficiency levels (LAB-R and NYSESLAT scores)

Various instructional methods are used to make content comprehensible to enrich language development. A balanced literacy approach is in place that follows Teacher's College Workshop Model for all ELA instruction. ESL instruction is simply a modified version of the same ELA curriculum, scaffold for the individual student and their proficiency ability. All ESL lessons provide students with social and academic language development that stimulates student's own knowledge and experiences connected to the lesson. Contextual support is also important and come through peer interaction, visual aids, maps, charts, graphic organizers, and manipulatives. The ESL teacher also incorporates various components of Krashen's Input Hypothesis during ESL instruction. There is an emphasis of the input and the affective filter hypothesis. Using the input hypothesis acquisition of the English language will occur and does occur when ELLS receive optimal comprehensive that is interesting and a little bit beyond their current level of competence (i+1). The ESL teacher is providing students with English instruction that is just a little above their comprehension. The ESL teacher is aware that for newcomers speaking a new language can cause anxiety, which is why the affective filter is low in order for the input to be noticed and understood by the ELLS. Total Physical Response (TPR) is used as well as an emphasis on making input comprehensible.

How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

PS/MS 34 meets CR Part 154 time allotments for ELLS through effective proficiency level clustering. Beginner and Intermediate level students are provided with 360 minutes a week (eight periods a week) of ESL instruction and Advanced ELLs receive 180 minutes (four periods) of ESL instruction a week.

All ELLS regardless of proficiency are provided with a minimum of 90 minutes or more of ELA instruction every day. Bilingual and Dual Language programs are not established at PS/MS 34 therefore Native language instruction is not provided.

Content areas are addressed by making classroom and cluster teachers aware of the necessary modifications for ELLS as well as training teachers to use the same ESL approaches. Teachers use these strategies to differentiate instruction for ELLS. ELLS are also supported to learn content areas and academic language by providing native language materials whenever possible to use side-by-side in instruction. Literacy materials during balanced literacy is often utilizing content area books and texts.

How do you differentiate instruction for ELL subgroups?

PS/MS 34 currently has no SIFE students. However, PS/MS 34's plan for the SIFE population includes a strict, content-based approach to language acquisition to help compensate for their missed time in school in addition to the in-place ESL methodologies.

The plan for newcomers is to provide as much academic language and English instruction as possible. Newcomers receive ELL mandated services. Instruction uses scaffolding and is differentiated by all teachers to meet their academic needs. They are provided with the opportunity to attend Title III after school program, which provides ELA support to help ELLS

prepare for ELA testing. There is also a Saturday Academy that sole purpose is to prepare students for the ELA. Extended day provides additional support in language instruction.

The plan for ELLS receiving services 4 to 6 years and long term ELLS is to use various assessments from all teachers as well as the ESL teacher to identify areas of weakness and plan instruction based on academic area of need with increased academic rigor. Students also participate in the Title III after school program and ELA/Math after school program. They also receive additional language support during extended day.

ELLs with special needs are provided with additional modifications specific to their IEP and identified needs. The ESL teacher and special Ed teachers meet regularly to discuss and implement ESL strategies to help improve students accelerating their learning.

There are various intervention programs in place for ELLS. Beginner and Intermediate ELLS are receiving additional language support in the ELL Title III after school program. Students that have demonstrated a weakness in reading receive Great Leaps Instruction. ELLs that are Special Ed or receive SETSS will be receiving Read 180 intervention and the Wilson Reading Program is also used for beginning ELLS. All ELLS are receiving various aspects of the TC balanced literacy model during extended day. All levels of ELLS that have demonstrated low scores on the math standardized test receive math academic intervention for two to three forty-five minute periods of remedial math skills.

The plan for continuing transitional support for students reaching the NYSESLAT is that they are entitled to receive an additional year of ESL services. They will also receive the same testing modifications as all other ELLS for two years after they pass the NYSESLAT. They will also attend ELA after school classes.

Some improvements that will be established for the upcoming school year is that during extended day ten of the low performing ELLs have been selected to receive additional help with reading and writing skills. ELL groups are differentiated by language proficiency and not grade level.

ELLs are provided with the same opportunities of all other students at PS/MS 34 to join all after school academic and extracurricular activities. At PS/MS 34 there are various academic interventions for all students including ELLS. Math intervention is provided to ELLS that are struggling based on math data. ELLS with IEPs receive SETSS services, Read 180 and or Speech. ELLS are provided with academic after school programs that focus on math and ELA and or Title III. Saturday Academy Test Prep is offered to all students including ELLS. Extracurricular activities that the school provides are as follows softball, basketball, art, urban dance, volleyball, field and track, and yearbook. No programs or services have been discontinued for ELLS.

There are various Instructional materials used to support the ELLS. Words their Way for ELLS, Scott Foresman ESL Text Levels 1-6, various texts (for guided reading, shared reading, read alouds) that cover all content areas, bilingual dictionaries, and various leveled novels in Spanish and English for independent reading. There are also many books available on tape and cd via computer. Various pictures and photographs are used to help assist in teaching vocabulary. Assorted manipulatives are used to support math and science as well. New technology programs that are used with ELLS are Brain Pop, Read 180, and Renzulli. All required service supports are differentiated by academic and grade level. All instruction and materials are age and grade level appropriate

Native language is supported by providing native language materials whenever possible to use side-by-side instruction. There is an ESL library that is dedicated to native language books in a multitude of genres and levels. Bilingual dictionaries are utilized as well. There is a Spanish speaking and Chinese speaking paraprofessionals whom provide native language support to ELLS when necessary.

Various activities and support are provided to newly enrolled students before the beginning of the school year. The new students receive a welcome letter from their new teacher and the letter will be translated in the appropriate language. The parent coordinator is in close contact with the newly enrolled ELL's family and will provide the proper assistance to the student and family to prepare for the start of the year. The new student will also be paired up with a current or former ELL who will be a support and friend for the start of the school year.

Ongoing Professional Development:

Professional development in place for ELL personnel consists. The ESL teacher attends various ESL workshops at Columbia's Teacher's College and various professional development offerings from the Office of English Language Learners. The ESL teacher turnkey's information to all teachers working with ELLS.

ELL training is provided to all staff. There are various ELL workshops throughout the city that all teachers are made of aware of through postings in the main office bulletin board. The majority of professional development content will be gathered from Teachers College Calendar Days and the Department of Education's ELL Academy workshops. The ESL teacher and various teachers that have ELLS in their classes and then shared with all colleagues at the school will attend these Workshops.

The Teachers College workshop schedule is as follows; In September two 7th grade teachers attend Launching Strong Reading and Writing Workshops, A first grade teacher will attend Practical Help with Two Units: Writing for Readers and Tackling Trouble with Reading. During the month of October an eight grade teacher will attend A Deep Study of Character Across Reading and Writing with a focus on Differentiated Small Group Instruction. During the month of November a Kindergarten teacher will attend Practical Help Providing ELL and Low Language Kindergarteners the Vocabulary, Word Study Support They Need .and a third and fifth grade teachers will attend Preparing Kids for the ELA. During the month of December a 2nd grade teacher will attend Teaching Higher Level Comprehension to raise the level of Children's Intellectual Work. During the month of March the 8th grade teacher will attend Powerful Reading and Writing in Content Areas. During the month of April a 7th grade teacher will attend Poetry Matters: Making the Most of a Unit of Study in Poetry. During the month of May the ESL teacher will attend

To support and provide professional development to classroom teachers working with ELLS, A professional book study group will take place during the 2010-11 school year. The group will study the text Scaffolding Language, Scaffolding Learning by Pauline Gibbons. Five classroom teachers from K-8 will be selected. Each week the group will read a chapter from the text. During these sessions the group will discuss strategies from the text that they will implement in they're teaching to help ELLS. They will also answer various questions about the text about different strategies and how it will prepare them in the future to work with ELLS. The group will

develop various differentiated and academic strategies to be used for ELLS in the general classroom environment. The group will also learn how provide ELLS with more scaffold writing techniques, process writing, and how to create cooperative learning groups more effectively for Ells. The focus will range from using ELL assessments to standards analysis to implement the scaffolding of learning for ELLS during regular classroom instruction that will help support ELLS during content instruction. The group will also focus on ESL Standards and how they can implement them in their regular daily instruction. The group start date is tentative and will be. It will begin in April for two hours and five and a half hours during May. This study group will provide classroom teachers with the knowledge, awareness, sensitivity and strategies to support ELLS in all content areas.

Parental Involvement

PS/MS 34 has various opportunities for parental involvement of all students including ELLs. There is an active PTA, First Friday for Families. Parents also have the opportunity to volunteer as a learning leader or to assist teachers in the classroom. Needs of the parents are evaluated by surveys and communication with the school parent coordinator. Parental activities are based on the needs collected through surveys and communication with the parent coordinator and administration. There are also bimonthly workshops for parents of ELLs addressing skills and strategies to help ELLs, hosted by the ESL Teacher and Parent Coordinator. During these workshops parents are provided with an opportunity to express any concerns and needs they have. The ESL Teacher will provide various strategies in aiding ELL students at home and in the community.

Assessment Analysis

According to the NYESLAT/LAB-R data 7 ELLS are beginners, 12 ELLS are Intermediate, and 11 Ells are advanced.

The data patterns according to the NYSESLAT indicate that writing/reading is the weakest modality with 7 ELLS performing at beginner level, 12 ELLS performing at intermediate level, and 11 ELLS performing at advanced level. ELLS tend to better on listening/speaking modality. 1 ELL is performing at beginner level, 3 ELLS at intermediate level, 11 ELLS at advanced levels and 15 ELLS at the proficient level.

Social Studies and Science are two content areas that ELLS are tested. ELLS are always provided with the opportunity to take content area tests in their native language. All the ELLS that were required to take the science and social studies test did. The breakdown is as follows; 5 fourth grade students will take the science test in the spring four eighth graders will take the Science exam in English or their native language. One ELL in the 5th grade this year to take the social studies exam Four eighth grades will take the social studies exam this spring. They will be provided with the test in their native language if necessary.

The pattern across the modalities indicated that writing and reading is an area of weakness for the majority of the ELLS. There will be an initiative to focus instruction heavily with various

components of the reading and writing workshop using ESL strategies. These strategies include scaffold writing, writing process, shared writing, Words their Way Instruction, interactive writing, shared reading, guided reading, and independent reading with teacher conferencing. An increase in academic rigor will also aid in the development of all modalities.

The patterns across proficiencies and grades are that K-2 appears to be Beginner and Intermediate students. The ELLS in grades 3 are making progress and are at Intermediate or Advanced level. Grades six to eight contain many new ELLS that are living in the U.S. for three years or less. Therefore there are more students at beginning and intermediate levels. All ELLS are provided with the option of taking their content area tests in the native language. The majority of the ELLS that choose to take content area tests in their native language are the newcomers, here for less than three years. The ELLs that choose to take content area tests in their native language do better than they would have if they took the test in English

The school and teachers are all made aware of the results of the ELL Interim and NYSESLAT Assessments. An analysis and breakdown of achievement is provided to teachers of each individual student that took the test. The individual analysis of each student provides a breakdown of the listening, reading, and writing modality. The areas that the student did not do well in will drive instruction. Teachers will implement strategies in their lessons and differentiate instruction that focus on the student's weakness from the ELL Interim Assessment results.

The school has learned from the ELL Assessments that writing is the weakest modality. Grammar and syntax are the student's biggest weakness on the test. Native language is use minimally. Students that speak the same first language help each in the native language when necessary. There is also one Chinese speaking and one Spanish speaking paraprofessional that provide native language when necessary.

Supports provided to ELLs as they transition from elementary to middle school by their ESL teacher. Since PS/MS 34 is a K-8 school when ELLS enter the middle school they still have the same ESL teacher who has established a good rapport with students. The ESL teacher continues to update previous data which is use to establish areas of strengths and weaknesses to help improve the ELLS in all academic areas. Students transitioning to middle and high school also receive assistance from the guidance department and school social worker as needed.

The success of ELLs will be evaluated through various assessments and data. The breakdown of NYSESLAT scores, ELA, Acuity, and ELL periodic assessments and various authentic assessments created by the ESL teacher are all good indicators of which students are making progress. It illustrates what is successful with ELLs and what needs improvement for the future.

Program Description:

The ELL program in the school utilizes a push-in/pull-out ESL teaching model. Students are clustered by proficiency level for instructional purposes. Advanced level children are located. PS 34 uses both a push-in and pullout model. Specific ESL approaches include scaffolding the work being conducted in the regular classroom to meet the needs of the ELLS. Total Physical Response is used as well as an emphasis on making input comprehensible and incorporating native language conventions with the recognition and acquisition of English conventions. Content area is addressed by utilizing the above mentioned ESL approaches by making classroom and cluster teachers aware of the necessary modifications for ELLS as well as

training teachers to use the same ESL approaches. A balanced literacy approach is in place at PS 34 that supports teaching literacy to ELLS through a scaffold approach. ELLS are supported to learn content and academic language by providing native language materials whenever possible to use side-by-side in instruction. Bilingual dictionaries are also provided to ELLS. Ensuring that input is comprehensible through the use of pictures, native language, etc. is the emphasis of the ESL program in regards to developing literacy and content language. PS 34 has textbooks and workbooks in Spanish available for ELLS to use. PS 34 also has a portion of the library dedicated to native language books in a multitude of genres. Bilingual books on tape are also available. School publications are produced in both English and Spanish. LABR and NYSESLAT results are used to guide instructional decisions by analyzing which modalities require the most emphasis and focusing instruction accordingly. The Teachers College curriculum is followed at PS 34 for all ELA instruction. ESL instruction is simply a modified version of the same ELA curriculum, scaffold for the individual student and their proficiency ability. Content area instruction is conducted in the same way. ELLS follow the same curriculum as their non-ELL classmates, but have scaffolds put in place by the classroom and ESL teacher to ensure their understanding and production in the classroom. Academic rigor is ensured with this approach because students are required to keep up with their classmates and grade level material. ELLS are also provided with supplemental content-based instruction and support in the Title III After-School program. In the after school program they receive additional language support and extra help with their homework or any class work they need help with.