



THE INDEPENDENCE SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M234
ADDRESS: 292 GREENWICH STREET
TELEPHONE: 212-233-6034
FAX: 212-374-1719

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 234 **SCHOOL NAME:** The Independence School

SCHOOL ADDRESS: 292 Greenwich Street

SCHOOL TELEPHONE: 212-233-6034 **FAX:** 212-374-1719

SCHOOL CONTACT PERSON: Lisa Ripperger **EMAIL ADDRESS:** lripperger@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kirsten Kern

PRINCIPAL: Lisa Ripperger

UFT CHAPTER LEADER: Francine Cornelius

PARENTS' ASSOCIATION PRESIDENT: Susan Salgado and Wendy Prince

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** 203

NETWORK LEADER: Dan Feigelson

SUPERINTENDENT: Daria Rigney

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
Lisa Ripperger	*Principal or Designee	
Francine Cornelius	*UFT Chapter Chairperson or Designee	
Susan Salgado/Wendy Prince	*PA/PTA President or Designated Co-President	
	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	
Pat Carney	Member/Teacher	
Pat DeMarco	Member/Teacher	
Erica Davis	Member/Teacher	
Nell Fortenberry	Member/Parent	
Tina Schiller	Member/Parent	
Marnie Berk	Member/Parent	
Kirsten Kern	Member/SLT Chair	

(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.

P.S. 234, Independence School focuses on children working together in an interactive setting. Children are viewed as individuals with specific strengths, needs and learning styles. We are committed to meeting our children where they are, and extending their learning as far as we can. Our curriculum of interdisciplinary studies accommodates these differences so that all children can achieve their potential.

Students are heterogeneously grouped. All stay with the same teacher for two years as they progress from grades K to 1, 2 to 3 and 4 to 5.

Studies at P.S. 234 are centered on core curricula in social studies and science. Through rich thematic units, students develop skills such as inquiry-based research, non-fiction reading and writing, oral communication and artistic expression. Enrichment programs in art, computer, music, library and science often support the classroom thematic studies as well.

Our literacy program includes components such as read aloud, shared reading, guided reading, independent reading, book clubs and writer's workshop. All classrooms from Kindergarten-Fifth Grade use the TERC *Investigations in Number, Data and Space* as their core mathematics program. Through inquiries, activities and games, and the use of manipulative materials, children construct mathematical ideas, explain their thinking and practice skills.

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:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input 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									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
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				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(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				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				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		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?
-

Over the last three years, we have noticed that on the NY State ELA exams, in the multiple choice sections, at least 75% of our students get the answers correct. In stark contrast our testing data shows about 21% of our students get full credit on the writing questions on the NY State ELA exams. Upon closer examination, we've discovered that between 47-65% of the students not getting full credit, lose only one point.

For this reason, last school year, our inquiry teams focused their study on student writing. The conclusion by the teacher teams last year was the specific weakness was not writing, but rather the particular challenge our students face when asked to write about what they read.

For this reason, our teacher teams have revised and refocused their study to begin looking at how to improve students' talk about their reading which we believe lays the foundation to be able to write about what they read.

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.

- 1) Helping our high achieving students read both literary and informational text more critically and with increasing text complexity.

- 2) Deepening our students' ability to talk and make more meaning of the text they read.

- 3) Building off of our rich comprehension work in reading, to enable our students to write more thoughtfully about what they read.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Helping our high achieving students read both literary and informational text more critically and with increasing text complexity.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Focusing on this population in teacher team meetings throughout the year by looking at reader responses from students in both literary and informational texts and using transcripts of classroom reading conversations at teacher team meetings.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Full time literacy coach position is one full allocation for this support. Network leader in our CFN 203 network works closely with our staff on this work. This is part of what we've allocated to pay for in the CFN structure.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>At three points in the year we will collect written responses to literature to assess and compare. Teachers College Reading Assessments. Interim Assessments.</p>

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	0	0	N/A	N/A	0	0	0	N/A
1	34	0	N/A	N/A	4	0	0	N/A
2	14	0	N/A	N/A	4	0	3	N/A
3	10	3	N/A	N/A	8	0	5	N/A
4	0	4			7	0	3	N/A
5	0	4			3	0	0	N/A
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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:	Small, guided reading groups, 1:1 Reading Recovery sessions, Wilson reading groups and PAF (Preventing Academic Failure) are all structures and reading teaching methodolgies we use at PS 234 to improve individual students' reading work.
Mathematics:	Small groups. TERC games, Cathy Fosnot's "Context for Learning" and Marilyn Burns' "Do The Math" (addition, subtraction, multiplication and division math facts).
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	Small group/individual counseling to support social skills of students.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Small group counseling to support social skills.
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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.
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.
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>.

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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			✓			
Title I, Part A (ARRA)	Federal			✓			
Title II, Part A	Federal	✓			\$113,336	✓	
Title III, Part A	Federal	✓			\$3,873	✓	
Title IV	Federal			✓			
IDEA	Federal	✓			\$291,129	✓	
Tax Levy	Local	✓			\$4,759,709	✓	

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

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Deepening our students’ ability to talk and make more meaning of the text they read.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>This is part of the conversations on teacher teams. Literacy coach follows up with teachers on this plan in their classrooms, providing modeling and feedback.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Full time literacy coach position is one full allocation for this support. Network leader in our CFN 203 network works closely with our staff on this work. This is part of what we’ve allocated to pay for in the CFN structure.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers are coding discussions in their classrooms to notice the type and amount of conversations their students are having whole class through read aloud. At several points in the year, teachers will collect these coded discussion notes and track the growth their students are making through such focused conversation work.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Building off of our rich comprehension work in reading, to enable our students in 2nd through 5th grade to write more thoughtfully about what they read.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The writing about reading work is being built up and supported through all of the work of the two previous goals which focus on talk about reading. Plan is to build process writing into the lower grades before we are teaching and expecting upper grade students to produce writing product about their reading.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Full time literacy coach position is one full allocation for this support. Network leader in our CFN 203 network works closely with our staff on this work. This is part of what we've allocated to pay for in the CFN structure.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Collection of writing samples about texts they've read, from a set number of students in each 2nd through 5th grade classroom, three times a year to compare against a grade-wide rubric and against earlier writing samples of the same students.</p>

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 234 Independence School					
District:	2	DBN:	02M234	School		310200010234

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.2	95.4	95.8
Kindergarten	172	122	144				
Grade 1	158	189	125	Student Stability - % of Enrollment:			
Grade 2	132	147	183	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	123	123	153		96.5	96.5	96.0
Grade 4	119	121	117	Poverty Rate - % of Enrollment:			
Grade 5	113	117	121	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		5.2	7.5	7.3
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		10	1	3
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		3	3	1
Ungraded	0	1	3				
Total	817	820	846				

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	6	6	8	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	19	27	49	Superintendent Suspensions	0	0	2
Number all others	67	53	49				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	48	53	51
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	10	8
# receiving ESL services only	17	15	TBD				
# ELLs with IEPs	0	3	TBD	Number of Educational Paraprofessionals	5	5	7

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	95.8	100.0	98.0
				% more than 2 years teaching in this school	56.3	58.5	80.4
				% more than 5 years teaching anywhere	43.8	43.4	56.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	94.0	98.0
American Indian or Alaska Native	0.9	1.2	1.4	% core classes taught by "highly qualified" teachers	98.2	100.0	98.4
Black or African American	4.9	4.1	3.9				
Hispanic or Latino	8.1	7.7	8.0				
Asian or Native Hawaiian/Other Pacific	16.2	15.7	14.7				
White	69.8	69.4	69.6				
Male	53.0	51.6	48.7				
Female	47.0	48.4	51.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	v	v				
Multiracial	-	-	-			
Students with Disabilities	v	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:	55.1	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	14.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	29.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	2					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 203	District 02	School Number 234	School Name Independence School
Principal Lisa Ripperger		Assistant Principal Elizabeth Sweeney	
Coach Kara Pranikoff		Coach Nina Liu	
Teacher/Subject Area Meredith Rossbach		Guidance Counselor Alisha Bennett	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Magda Lenski	
Related Service Provider Allison Gelman		Other type here	
Network Leader Dan Feigelson		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	844	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	1.42%
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Part II: ELL Identification Process

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

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

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

In order to identify whether a student is eligible for ELL services, the first thing we do at P.S. 234 is have the parent(s) fill out a home language identification survey at registration. The Administration conducts the initial screening as well as the administration of the HLIS, along with the parent coordinator. The parents are told what the form is for and if needed, a translator is provided for interpretation. The HLIS form is also offered in a variety of languages. If a family speaks one of the languages that is offered in the translated version, they may fill out one in their NL. The Parent Coordinator will conduct an informal interview at this point, with the parents, while they fill out the HLIS form, and provide translations if necessary. If a parent or guardian has selected another language for at least 2 of the first four questions, and one of the second four questions, that student is then eligible for LAB-R testing. The ELL Teacher is the pedagogue who is responsible for conducting the LAB-R testing. The Lab-R testing must occur within the first 10 days of the academic school year. After the students are tested, students who scored at or below LAB-R cut scores will receive ELL services. If they scored higher than the cut score, they will not be entitled to ESL.

Steps are taken to annually evaluate ELLs using the NYSESLAT. Students who have scored low on the reading section for example, are grouped with others of the same or similar age to be pulled-out. This way, the low-reading group can focus on reading comprehension and reading skills, while the low-writing group may focus on writing skills. The NYSESLAT provides scores in all 4 categories of listening, speaking, reading and writing. It helps to evaluate where students are academically, and also in terms of language acquisition.

A Parent Orientation is held at the beginning of the school year. During the parent orientation, parents are asked to sign in and are given 2 packets. One is the general information for parents, available in many different languages which are offered at the meeting along with English printed pamphlets. There's also a survey selection form they are given, but this is after they are shown the Parent Orientation DVD from Joel Klein. This DVD explains that as residents of NYC, they have 3 options: A freestanding ESL pull-out program, a Transitional Bilingual Education program, and also a Dual Language Program. We inform parents of our program, Freestanding ESL program, after the choice selection surveys are handed back in to us. We explain that if they should desire one of the other programs they should consult with our Parent Coordinator, and go ahead and tour other schools that offer programs they want. Parents are given a choice to fill out the parent survey and program selection form right after the orientation, or they may take it home to consult with others, and to bring it back exactly 1 week from the orientation meeting. Copies of all program selection forms may be found in the ELL office. In the past few years, most if not all parents have selected the Freestanding ESL option on the program selection form. This makes it very easy to build alignment between parent choice and program offerings, since the program that they always choose is already in effect. No additional steps have been taken at this time to change anything because the #1 choice is, and has been, Freestanding ESL. As noted before, The first ELL parent orientation is in September. The ELL teacher is also available to meet with parents of newly enrolled students throughout the year. Parents are able to learn about the school community, state assessments, and general program requirements. The ELL teacher joins the parent-teacher conferences for all ELL students in order to ensure appropriate support for the child.

The ELL teacher will distribute entitlement letters and also non-entitlement letters home once LAB-R testing has closed. Students who are new to the school and who will qualify will receive a letter explaining entitlement services, while those who passed the LAB-R test will receive letters explaining that they passed the LAB-R, and therefore do not qualify for ELL services. Students who have passed out of ESL due to passing the NYSESLAT will receive letters of notification that they are no longer entitled to ESL accommodations. Finally, ESL students who had previously been in ESL and did not pass out of the NYSESLAT will receive letters explaining their continued entitlement for ESL services.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	9		1	3		1					12
Total	9	0	1	3	0	1	0	0	0		12

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

At P.S. 234 we align all ELL programs with the comprehensive core curriculum. The ESL teacher works collaboratively with classroom teachers to ensure the students are getting the most out of their small groups. While one ESL group may focus on reading elements, the classroom teacher can help the ESL teacher pick out appropriate texts to tie into a thematic unit that the class is studying. For example, if a class is studying apples, the teacher can give the ESL teacher appropriate apple books (if the ESL teacher doesn't have any) to read and discuss.

The ELL instruction is provided mostly through a "pull-out" model. The push-in model is also utilized a few of times per week, for the beginners. The ELL teacher, the Principal, and other staff members are continuously working to develop a schedule for ELL students in each grade and proficiency level that is compliant with the CR Part 154 regulations.

The ELL program is built around the four essential skills students must acquire: listening, speaking, reading and writing. The ELL instruction is content-based. The content, materials and lessons are adapted to meet each student's needs and provide scaffolding for language. The ELL teacher utilizes differentiated teaching methods to ensure the success of each individual student at his or her level. There is a strong emphasis on literacy work, following a balanced language approach in the workshop model.

The program model that we have at P.S. 234 is a mix of Heterogeneous and Homogenous. We try to group by skill level as well as grade level. For example if there is a Fourth grader whose proficiency level is lower than that of the other 4th graders, but the same as the 3rd graders, that student would be placed with the Third grade group.

Students are served with the mandated number of minutes according to proficiency level in the ESL model. The advanced students are served with 4 periods of 45 minutes of ESL per week. In order to ensure the beginning and intermediate levels have 8 periods (or 360 minutes) a week, the push-in model is then utilized for the remaining minutes.

ESL instruction is given to the students on two levels. On the beginning and intermediate level, PS 234 provides 360 minutes of explicit instruction per week. On the advanced level, explicit instruction is provided 180 minutes per week. This is complemented by a minimum of 400 minutes of explicit ELA reading and writing instruction provided in the regular classrooms.

The ELA and ESL content delivered is a mixture of heterogeneous and homogeneous levels, based on both the grade and proficiency level of the student. This is complemented by the balanced literacy model that is provided within the classrooms throughout PS 6. Each of the content areas is made comprehensible by differentiating instruction for each of our students, providing different levels of scaffolding based on language proficiency and literacy with the content areas. A variety of resources are utilized, such as "just-right" books and manipulatives.

Instruction and intervention within the ELL subgroups is differentiated, depending on the fluency levels of the students. We try to pair the students with similar fluency students, but this is not always the case. In some cases, we may provide one student with enriched text, and another student with a controlled text, as in the Wilson articles. Other times worksheets may be adjusted according to skill level.

P.S. 234 does not currently have any SIFE students, meaning there is currently no program model in effect for those students. If we were to receive a SIFE student, we would place the student in an appropriate age range yet have them in the group that best suits their needs. Appropriate scaffolding techniques would be applied.

Our plan for ELLs in the US less than 3 years involves mostly vocabulary-based lessons, as well as grammatically-enriched lessons. With the newcomers, generally the vocabulary range is our strongest focus, paired with picture books. With the intermediate newcomers, we usually work on sentence syntax and the grammar rules, as well as reading comprehension. For the ELLs who have been in the US for over 4 years, the lessons are very different than the ones for newcomers. These ELLs work mostly on reading and reading comprehension as well as essay writing and general writing and editing. However, we support these learners in a variety of content areas, including social studies and mathematics, scaffolding their learning through previewing, explaining concepts and ideas to peers and teachers, as well as manipulatives and other hands-on materials.

At P.S. 234 we do not currently have any students who have been here for over 6 years, so there is no program in place. However if we did have such students, the program would be based upon an intensive study created using the NYSESLAT score reflecting areas of weakness. If one student keeps getting low scores in writing, they would be placed in a writing-intensive ESL class. For ELLs who have special needs, lessons are tailored according to the individual's specific needs. If there is a student who has trouble sitting and staying on task, methods like TPR and getting up and moving around the room to point at something or perhaps to create a vignette to portray comprehension may be helpful.

ELLs at times need to be screened further to determine whether or not they have special needs, like help in reading or math outside of their time in ESL class. The math coach will assess students who are struggling with the math concepts, and the reading and literacy coaches will assess ELLs to determine if they should be receiving additional services in these areas as well as ESL. If they are deemed eligible by the interventionists, then they will have AIS to serve their needs in either, or in some cases both areas.

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

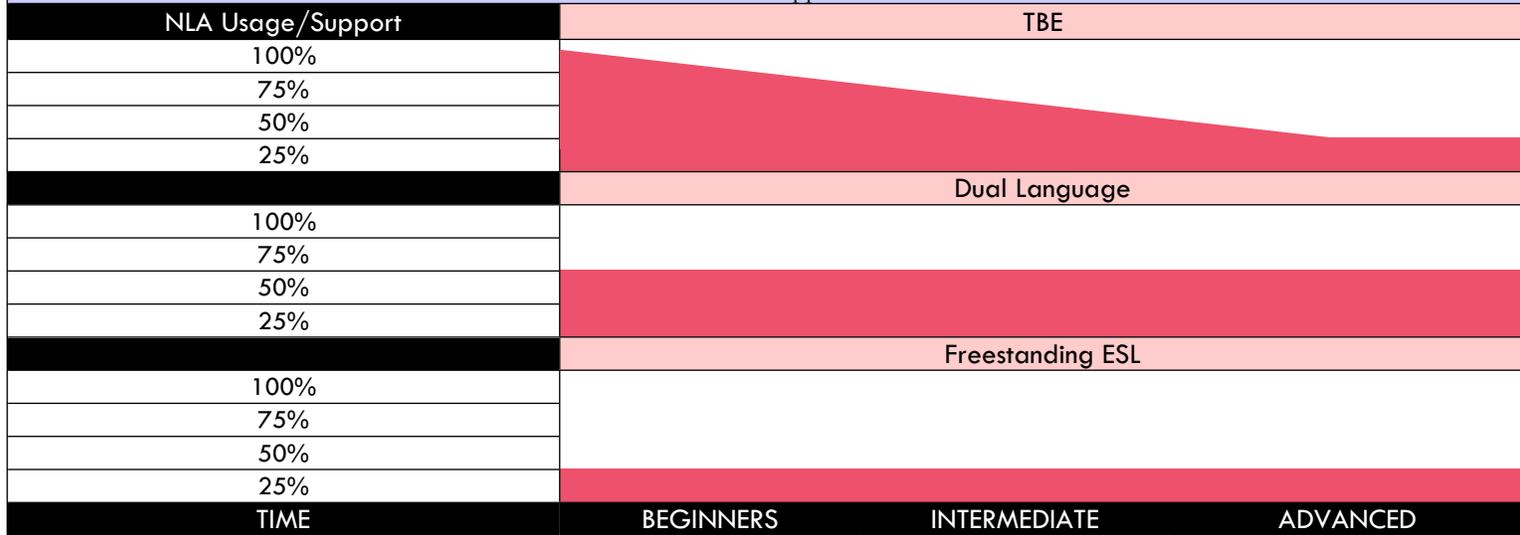
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

All the ELL students are continually assessed to examine the effectiveness of the instruction and the intervention program for all content areas. Additional at-risk intervention is available for instruction in Spanish for those who qualify.

P.S. 234 does have targeted intervention programs for ELLs who need additional support in either ELA, math or other content areas. AIS are provided on a case by case basis, and include math intervention, reading intervention and writing intervention. Students may be assisted by interventionists either within their classroom, or by receiving pull-out services a couple times per week (depending on the individual student's needs).

For the former ELL student's who have passed out of ESL within the past two years, we do provide the extended time during testing as well as a separate location and a bilingual dictionary. Students who have recently passed out of ESL may also be seen by the ELL teacher during extended day if the classroom teacher and ELL teacher decide that it is something that will help the student.

No new programs are currently forecasted, as the needs of our students currently are being met by the above outlined program. However, we will be conducting a year-end program assessment to determine if a new curricular or new instructional approaches are needed based on projected needs of students in the next calendar year. Also to note, we will be examining whether or not we will discontinue the use of the Wilson Foundations program that is currently weaved into the ESL program, as the program is currently being implemented across the board by all the classrooms. This will eliminate redundancy, while freeing up additional instructional time to focus more on the specific needs of the ELL students.

ELL students are accorded full access to all school programs, including the Manhattan Youth program, which is held inside of 234 after school, the French Club, the track team, which meets before school for the 4th and 5th graders, and also Lunch Leagues, offered during lunchtime. There are also enrichment programs offered during Extended Day, as well as with outside community based organizations like Gill Sports which offers baseball and ice-skating every Thursday.

As stated previously, the Extended Day program serves many of our ELL/former ELL students, by utilizing small-group instruction for two days for an additional 100+ minutes per week. During this time, the students are provided with additional support in the content areas, and specific areas that the students are having difficulty. For example, the current ELL students who attend the extended day program have been focusing on phonemic work, oral skills and reading comprehension to support their increased literacy for all content areas that they are working on in their classrooms.

A variety of differentiated instructional materials are utilized within the ESL program. The students have access to a wide variety of reading materials, from classroom libraries (most of them have over 1,000 titles), the school library (with over 100,000 titles) as well as the ESL library, which has over 500 titles, geared towards specific languages and cultures). In addition, specific programmatic texts tailored to the ELL population are used. For example, the school word study curriculum, Words Their Way, is modified to fit the specific learning needs of the students. In addition, the students are supported in helping them bridge their prior knowledge from a variety of cultures, by utilizing math and content supports. For example, many students who have been exposed to math in different cultures find it easier to explain their understanding while using blocks and other math manipulatives, as well as science concepts. Required services do support, and resources correspond to, ELL's ages as well as their grade level. Students in grade K may be grouped with those in Grade 1, and 2nd graders may be grouped with grade 3, etc. if the proficiency levels are matched. For example, if there is a high functioning advanced second grader, the

ELL teacher would place that student in the 3rd grade group if the 2nd grade group were functioning at a beginning or intermediate level to best suit his/her needs.

Student's native languages are supported in the ESL classroom much of the time. Students in grades 3-5 participate in a holiday study unit, in which students write about their favorite holidays in their home countries. They go through an intensive writing and revision process, and then once that is completed students attach a piece of art from their home country, or create an illustration to go with their Holiday Essay. Then they present the holidays to other ELL students, and the essays are hung on the wall for everyone to enjoy and to learn about the different holidays. Younger students have native language support as well, but in a different way. For each story they read and study, there is a vocabulary sheet they must take home once per week and translate the new vocabulary words into their home language. This helps them to identify the new words in English, and also gives them a piece of their home language as part of their homework and schoolwork.

As mentioned above, to support age, grade and proficiency levels of the students, we align our material and instructional resources to meet their needs. There is a constant collaboration between the classes and the ESL program so that there is a consistency of message and content. For example, a 5th grade beginning English Language Learner will be matched with subject texts that would interest a 10 year old, while meeting the language needs of the same student by providing easier texts. This is coordinated frequently with the classroom teacher so that the students can actively participate in both programs.

Due to the comprehensive nature of our ESL program, we need to be proactive in contacting and informing ELL students who will be attending PS 234. Our office staff flags those families whose home language is not English, and accords them additional information and support through the resources available to the parent coordinator. Official documents and information about the school is available in the PS 234 webpage in a variety of translated languages. In addition, as many of our ELL population comes from the various hospitals (families of medical staff), consulates and embassies, we have working relationships with their staff to exchange information and provide additional resources for those new incoming families.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Staff development is very useful and important for P.S. 234. Our ELL teacher and any other teacher who would like to participate, take advantage of opportunities like the NYS TESOL conferences, small ELL study groups offered within the network and other related workshops. The ELL teacher can stay informed about successful techniques and assessments. It is also a great way to become familiar with new publications and professional development resources. This past summer, our ESL teacher attended four different professional development workshops, all focused on supporting ELLs in various content areas.

There is an amount of professional development for all personnel who work with ELLs. Articles selected by the ESL teacher and the administration are handed out periodically from various reputable research sources on awareness of ELLs, methods and strategies for dealing with having an ELL in your classroom and other related topics. At staff meetings readings will be discussed and analyzed. Included in the staff meetings are APs, classroom teachers, cluster teachers, paraprofessionals, at-risk teachers, speech and language teachers, OT/PTs, school secretaries and other admin, the Parent Coordinator, guidance counselors, the special ed and CTT teachers, the psychologists and also all coordinators. Aside from the staff meetings that are held, the ESL teacher is consistently in talks with all classroom teachers,

special education teachers, speech and language teachers and also the guidance counselor in order to keep up communications about the various ELLs in the school. In these meetings updates are revealed and strategies and methods are implemented to improve student achievements.

Support is provided to staff to assist ELLs as they transition from one school level to another. The previous teacher and the new teacher discuss the student at length, and the old teacher along with the ESL teacher help to give the new teacher insightful strategies and methods that helped the student progress in the years past. Teachers old and new are especially collaborative in this way, constantly speaking to one another about ways to help scaffold the students.

There is a minimum of 7.5 hours of ELL training for all staff. We have records to maintain these requirements which have been met. During the professional development days, when students are not in attendance, there is a certain amount of time allotted for ESL information and training. This can last between one to two hours, depending on the session. By the end of the school year, we have met or have exceeded the 7.5 hours assigned to ELL training. Some of the training may come from the ELL teacher from her network meetings, and some of it may come from APs.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The parent involvement level at P.S. 234 is extremely high, whether or not it is concerning the parents of ELLs. Even parents of English speaking children contribute to ELL students needs. For example, they will donate books that the ESL teacher might have asked for, or put educational material or books into her room for her to see if it might be useful for the students. Parents of ELLs are also highly active. There are a few who are a part of the PTA and a few who volunteer their time occasionally to help at school. At the ESL Orientation meeting at the beginning of the year, many parents had conversations and exchanged numbers so they may be in contact with each other as well. All parents, whether ELL parents or not, dedicate time, energy, books and money to the school.

At this time P.S. 234 does not have Title III money, which is used to create workshops for students and parents after the school hours. In order to receive such monies, the ELL population must reach 30. We do encourage all students to participate in one of many after school programs (i.e. Gill Sports, after school Manhattan Youth, 234 track, etc.).

In order to evaluate the needs of the parents, the classroom teachers as well as the ESL teacher are in constant contact with these parents. The parents have all of the teachers' phone numbers and email addresses in case they should ever need to get in touch to talk about a concern or to ask a question. Parent-teacher conferences are held, and in many cases, follow-up meetings are held with parents a month or so after each parent teacher conference to check up on student progress and parent thoughts.

P.S. 234 has parental involvement activities, which address the needs of the parents as well as the children. We have several occasions when the parents are invited into the school to partake in various activities. We have Parents as Learning Partners, grade plays and the Dance and Music Performance, special classroom events and celebrations, like publishing parties, when the parents come in and review student work and celebrate the hard work their children did. Parents needs include wanting to be involved in the students education, wanting to be in the know about what's happening with their child at school, and they want outside support. We provide every type of support a parent could want, with the exception of the after school workshops with Title III funding.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

Advanced (A)	1		1	1	5									8
Total	1	0	2	2	5	2	0	0	0	0	0	0	0	12

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1				2		3
8									0

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

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

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

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

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

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

The ELL teacher can access students' scores through ATS to determine the breakdown of test results. By analyzing the "Exam History Report," we can also see patterns of student performance. This is very helpful when it comes time to group the classes and also to see what areas need improvement.

Certain information is revealed by the data patterns across proficiency levels and grades. Most of the students in the school are either intermediate level or advanced. Normally the younger the students are, the more likely they are to be beginners and intermediate level. The upper grades usually indicate intermediate or advanced standing. Only when there is a new older student are there scores that reflect beginner. It looks like there is generally an equal distribution of Beginning, Intermediate and Advanced students across all grades.

When reviewing NYSESLAT data, our students are generally performing better in the areas of listening and speaking. Students who received low scores in reading typically had strengths in writing, and vice versa. The patterns across the NYSESLAT modalities (reading/writing and listening/speaking) do affect how the ELL teacher plans instruction. Decisions on how she proceeds with ELL instruction depend on the scores of the ELLs. If a certain group of students excel in the reading areas but not in writing, that class will have a much stronger focus on the writing aspect. The same would be true for a group who expressed low reading scores: that group would then work much more on reading and reading comprehension, and reading for fluency. Individual students who are in similar age ranges are grouped with others who show similar test results, with the exception of Kindergarteners and newcomers. Kindergarten is placed in one group, and newcomers are assigned to those groups who are at the beginning-intermediate stages, and never with advanced.

It is difficult to analyze ELL students who are taking tests versus tests in their home language. The only language that allows us to analyze differences at this point is Spanish. The Spanish kids who have special needs are having difficulties with tests both in English and in Spanish. Spanish speakers who are in general education and have moved here within the past couple years have more trouble taking tests in English as opposed to Spanish. General Ed students typically have an easier time in their native language, if not both, while the students with language processing problems or other special needs are struggling in both areas, regardless of language.

School leadership and teachers are using the results of the ELL Periodic Assessments. They help provide our teachers and staff with detailed information about our students' strengths and weaknesses in English language development. These tests also serve as a resource to help the ELL teacher better plan for the small-group lessons. By seeing where specific strengths and weaknesses fall, we are not only better able to get the students placed, but we can also focus on problem areas and lean less on the areas they excel in. This is not to say a student who scores high on reading will not be able to read, but that writing will simply take up more of his time than reading will. These assessments are very similar to the NYSESLAT and to the ELA. The school is learning a lot of information about ELLs from the Periodic Assessments. As previously stated, we can see where certain students are falling behind, and we can see where others are excelling. These tests give us an idea of what each student is capable of. This helps us all to plan and create different lessons with appropriate amounts of differentiation and scaffolding.

The success of our ELL program is evaluated in a few different ways. Periodic assessments are useful, as well as the NYSESLAT standardized test. Running records are used and are helpful in finding reading level and improvement throughout the year. Students are assessed 4 times per year and are expected to move up a certain number of levels at each assessment period. ELLs also keep ELL journals and folders and the ELL teacher and classroom teacher evaluate and grade them on an ongoing basis throughout the year and discuss with the parents

programs fall short (Wilson, Words their Way, Reading Reform, No Boring Practice, Foundations, etc.)

Additional Information

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

Instruction of ELLs

The NYSESLAT, LAB-R, and ELL interim assessments can all be used as a guideline for instruction, and also for student progress. Results from the interim assessments will reveal the areas of strength and weakness for each English Language Learner.

We will allow certain beginning newcomers the opportunity to write in their native languages. This will help them to begin expressing ideas, while they learn more and more and eventually begin participating in solely English.

A wide variety of materials are used to support ELLs in the classroom, including 1 pocket chart, magnetic journals, classroom, resource room and school libraries for both fictional and non-fictional books, leveled readers, a listening library, picture dictionaries of all levels and sizes, big books for the younger students, graphic organizers, word walls, Wilson Readers and additional materials, Words Their Way materials, and also computer programs.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10

	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		
	Coach		11/1/10
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		