



[THE PAULA HEDBAVNY SCHOOL]

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

FINAL

SCHOOL: (06M278)
ADDRESS: 421 WEST 219TH STREET
NEW YORK, N.Y. 10034

TELEPHONE: (212) 942-3440
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TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M278 **SCHOOL NAME:** The Paula Hedbavny School

SCHOOL ADDRESS: 421 West 219th Street, New York, N.Y. 10034

SCHOOL TELEPHONE: (212) 942-3440 **FAX:** (212) 942-8177

SCHOOL CONTACT PERSON: Maureen Guido **EMAIL ADDRESS:** Mguido2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kristen Borhofen

PRINCIPAL: Maureen Guido

UFT CHAPTER LEADER: Robert Klein

PARENTS' ASSOCIATION PRESIDENT: James Ransom

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** 601

NETWORK LEADER: Lawrence Block

SUPERINTENDENT: Martha Madera

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Maureen Guido	*Principal or Designee	
Robert Klein	*UFT Chapter Chairperson or Designee	
James Ransom	*PA/PTA President or Designated Co-President	
Glenny Velez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
NA	DC 37 Representative, if applicable	
NA	CBO Representative, if applicable	
Kristin Borhofen	Member/ Parent	
Frank Bradley	Member/ Parent	
Larry Meyers	Member/ Parent	
Asia Burnett	Member/ Parent	
Marilyn Ramos	Member/ Teacher	
Nancy Bronster	Member/ Teacher	
Susan Lucarelli	Member/ Teacher	
Carol Volow	Member/ Teacher	

(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.

Section III: School Profile

Part A: Narrative Description

Mission Statement

“The PS/MS 278 community is dedicated to the success of its students. Our safe and nurturing environment fosters academic, social and personal growth. A standards-based, integrated curriculum sets high expectations for all students while meeting the individual needs of our diverse population.”

The Paula Hedbavny School, located in the neighborly and diverse Inwood section of Northern Manhattan, opened in September 2004 in a newly built facility. Walk through our doors and you will experience a vibrant, respectful and vigorously challenging, kindergarten through 8th grade school that welcomes a collaborative partnership between staff, parents and the surrounding community. A small learning community, there are two classes per grade, two self-contained special education classes, two self-contained ESL classes, and approximately 500 students.

We provide a rigorous and integrated academic environment in which instruction and learning experiences are differentiated based on students' readiness, learning style and interests. Each child's individuality is supported and nourished through the thoughtful use of methodologies that support the mastery of state standards, as well as the development of strategic, creative and higher order thinking skills. We provide opportunities to explore and experiment through an enriching, project-based curriculum in all subject areas. The arts and technology consistently and effectively complement all academic subjects. Our children are further supported with a fully-funded after school program through Inwood Community Services.

All students receive the instructional experiences they need to feel confident and successful. Struggling learners are quickly identified and receive additional out of classroom support via A.I.S (Academic Intervention Services). Our comprehensive ESL services are delivered by experienced ESL licensed teachers who systematically support language development via real world experiences, instructional collaboration with their students' teachers and a structured program where necessary. Students with Individualized Education Plans are served by licensed special education teachers. We have a comprehensive support program that meets the mandates of all service requirements for students with IEP's.

Further building confidences and success is our in-house School Wide Enrichment Model (SEM), based on the research of Joseph Renzulli. The major goal of the SEM is the application of gifted education pedagogy to total school improvement. The SEM provides enriched learning experiences and higher learning standards for all children through three goals; developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and providing advanced follow-up opportunities for young people based on their strengths and interests. SEM fosters students' interest, skill and knowledge in a subject of their own choosing while facilitating growth in the traditional academic areas. In this program small, inter-age clusters of children become experts on a topic of curiosity through hands-on activities, guest lectures and field trips. The students are further guided in activities to develop research, thinking, and communications skills to solve real world problems. Each SEM cluster presents a culminating project to the school community at our SEM Celebration. Parents are welcomed to volunteer their time as a teacher's assistant, a guest speaker or chaperone for our school wide SEM field trip. Whatever part they can play is greatly appreciated.

While our SEM offers enrichment for all students, support for our students working above grade level is targeted through differentiated activities throughout the curriculum with the classroom teacher. Students are offered special assignments that challenge their intellect. This year we will offer advanced literature circles, math investigations, and Spanish and Mathematics Regents for those students who are able to meet the rigors

of a dual course of study. These additional programs will be offered by our out of classroom support services teachers and our math coach. Our acceptance as a Salvadori Globe school (Guided Learning through Our Built Environment) will support higher order critical thinking and an in-depth approach to looking at our built environment through math and science. Our focus for all our students is to develop to their full potential. Our guiding principle is that advanced programs need to be engaging and age appropriate.

We view the Arts, math and science enrichment, physical well being, community service and charitable giving as integral parts of our school's vision to educate the whole child. Grants and services brought to the school to enhance the student experience in these areas are actively pursued by administrators, teachers and parents alike.

A few of our exciting programs which support this vision include: The Salvadori Center's *Globe* (Guided Learning Through Our Built Environment) program and our *Music and the Brain* keyboard lab, both extolled as creative approaches to building higher order thinking skills. The children also benefit from: our ongoing partnership with the 92nd Street Y for music *Link Up*, movement *Creative Dance*, as well as theater arts. Our C.H.A.M.P.S. middle school sport and fitness league supports our students' athletic interests.

This year we welcome a new relationship with *Wellness in the Schools (WITS)*. This program is in keeping with our desire to meet the ever growing concern with obesity. WITS is a non-profit community based organization founded in 2005. Under the leadership of Chef Bill Telepan culinary school graduates will support our kitchen staff to prepare farm to table fresh meals while educating our students about the importance of eating whole, unprocessed foods. This program is in partnership with the Department of Education.

We cultivate our children's abilities to have an ongoing impact on their greater community. The pursuit of activities and fund raising events to benefit those in need is enmeshed in our school culture and learning day. Both through school partnerships such as our annual pediatric cancer walk-a-thon for Morgan Stanley Children's Hospital, and through class or independent interest, each year our children whole heartedly impact numerous charitable causes such as local food pantries, senior centers, Haiti's earthquake victims and *Pennies for Patients*.

We believe that compassion, understanding, and responsibility are important traits of our nation's citizens. It is through this belief and the pursuit of academic excellence and enrichment in a collaborative learning community that together we will prepare our children to succeed in an ever changing world and to contribute responsibly to our community.

We continue to be a school "In Good Standing" with the New York State Department of Education and are in the top 30% of schools in New York City receiving an evaluation of "Well Developed".

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Paula Hedbavny School							
District:		6	DBN:		06M278	School BEDS Code:		310600010278	
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended :					
<i>(As of October 31)</i>				<i>(As of June 30)</i>					
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.7	94.7	TBD		
Kindergarten	37	46	48	Student Stability - % of Enrollment :					
Grade 1	47	47	45	<i>(As of June 30)</i>					
Grade 2	45	50	53		2007-08	2008-09	2009-10		
Grade 3	39	51	52		98.1	98.3	TBD		
Grade 4	49	37	54	Poverty Rate - % of Enrollment :					
Grade 5	69	55	46	<i>(As of October 31)</i>					
Grade 6	60	69	59		2007-08	2008-09	2009-10		
Grade 7	63	58	66		81.5	76.6	80.9		
Grade 8	63	63	62	Students in Temporary Housing - Total Number :					
Grade 9	0	0	0	<i>(As of June 30)</i>					
Grade 10	0	0	0		2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	8	TBD		
Grade 12	0	0	0	Recent Immigrants - Total Number :					
Ungraded	0	1	1	<i>(As of October 31)</i>					
Total	472	477	486		2007-08	2008-09	2009-10		
					3	3	2		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>				<i>(As of June 30)</i>					
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
# in Self-Contained Classes	25	23	21	Principal Suspensions	4	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	9	0	TBD		
Number all others	52	60	60	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>					
					2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(BESIS Survey)</i>				Early College HS Program Participants	0	0	0		
<i>(As of October 31)</i>				Number of Staff - Includes all full-time staff:					
	2007-08	2008-09	2009-10	<i>(As of October 31)</i>					
# in Transitional Bilingual Classes	0	0	0		2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	40	40	TBD		
# receiving ESL services only	129	118	96						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	14	11	37	Number of Administrators and Other Professionals	5	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	57.5	70.0	TBD
				% more than 5 years teaching anywhere	55.0	57.5	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	88.0	90.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0		63.8	80.4	TBD
Black or African American	4.0	4.2	4.1				
Hispanic or Latino	89.0	88.1	85.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.0	1.4				
White	5.7	6.3	8.2				
Male	55.1	54.7	51.6				
Female	44.9	45.3	48.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level			Secondary Level				
ELA:		√	ELA:				
Math:		√	Math:				
Science:		√	Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-						
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	98.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: (Comprises 15% of the Overall Score)	12.5			Quality Statement 2: Plan and Set Goals			
School Performance: (Comprises 25% of the Overall Score)	22.5			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: (Comprises 60% of the Overall Score)	57.4			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	6			Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

I. Progress Reports

Analysis comparing 2008-2009 and 2009-2010 gains re: ELA

	2008-2009	2009-2010
EXEMPLARY PROFICIENCY GAINS		
English Language Learners	29.2%	45.8%
Special Education	28.1%	52.7%
Hispanic Students in the Lowest One-Third	34.7%	45.0%
STUDENT PERFORMANCE		
Percentage of students at proficiency level	66.7%	30.0
Median Student Proficiency	3.09	3.14
STUDENT PROGRESS		
Percentage of students making at least one year's progress	73.3%	64.0%
Percentage of students in schools lowest 1/3 making at least one year's progress	93.1%	73.0%
Average change in student proficiency for Level 1 and Level 2 students	0.37	0.34
Average change in student proficiency for Level 3 and Level 4 students	0.02	0.03

Trends:

- ☆ We made exemplary proficiency gains among English Language Learners and Hispanic students in the lowest one third of the tested population. However, the gains were not reflected in improved levels because of the change in the cut scores. Student median proficiency score increased but levels of proficiency decreased again due to the new cut score.

The one area we did not make exemplary proficiency gains was in meeting the needs of special education students. As we move forward, we must continue to think about how to meet and exceed the needs of these children.

II. ARIS/NYSTART

2009 - 2010 NYS ELA Data Analysis based on level

THIRD GRADE

LEVEL	Total # of students on each level	% of students on each level	Total # of students on each level	% of students on each level
	2008-2009	2008-2009	2009 - 2010	2009 - 2010
1	3	5.9	11	20.4
2	20	39.2	22	40.8
3	27	52.9	19	35.2
4	1	2.0	2	3.7
Total Tested Population: 51			Total Tested Population: 54	

- ☆ Increased percentage of Level 1 students by 14.5%
- ☆ Increased percentage of Level 2 students by 1.6%
- ☆ Decreased percentage of Level 3 students by 17.7%
- ☆ Increased percentage of Level 4 students by 1.7%

FOURTH GRADE

LEVEL	Total # of students on each level	% of students on each level	Total # of students on each level	% of students on each level
	2008-2009	2008-2009	2009 - 2010	2009 - 2010
1	1	2.6	10	18.2
2	13	34.2	30	54.5
3	22	57.9	15	27.3
4	2	5.3	0	0
Total Tested Population: 38			Total Tested Population: 55	

- ☆ Increased percentage of Level 1 students by 15.6%
- ☆ Increased percentage of Level 2 students by 20.3%
- ☆ Decreased percentage of Level 3 students by 30.6%
- ☆ Decreased percentage of Level 4 students 5.3%

FIFTH GRADE

LEVEL	Total # of students on each level	% of students on each level	Total # of students on each level	% of students on each level
	2008-2009	2008-2009	2009 - 2010	2009 - 2010
1	-	-	14	20.1
2	13	23.6	26	38.9
3	40	72.7	25	37.3
4	2	3.7	3	4.5
Total Tested Population: 65			Total Tested Population: 67	

- ☆ Increased percentage of Level 1 students by 20.1%
- ☆ Increased percentage of Level 2 students by 15.3%
- ☆ Decreased percentage of Level 3 students by 35.4%
- ☆ Increased percentage of Level 4 students by 0.8%

SIXTH GRADE

LEVEL	Total # of students on each level	% of students on each level	Total # of students on each level	% of students on each level
	2008-2009	2008-2009	2009 - 2010	2009 - 2010
1	-	-	11	19.3
2	21	30.9	36	63.2
3	45	66.2	10	17.5
4	2	2.9	0	0
Total Tested Population: 68			Total Tested Population: 57	

- ☆ Increased percentage of Level 1 students by 19.3%
- ☆ Increased percentage of Level 2 students by 32.3%
- ☆ Decreased percentage of Level 3 students by 48.7%
- ☆ Decreased percentage of Level 4 students by 2.9%
- ☆

SEVENTH GRADE

LEVEL	Total # of students on each level	% of students on each level	Total # of students on each level	% of students on each level
	2008-2009	2008-2009	2009 - 2010	2009 - 2010
1	-	-	7	10.8
2	12	20.7	39	60
3	45	77.6	18	27.6

4	1	1.7	1	1.5
Total Tested Population: 58		Total Tested Population: 65		

- ☆ Increased percentage of Level 1 students by 10.8%
- ☆ Increased percentage of Level 2 students by 39.3%
- ☆ Decreased percentage of Level 3 students by 50.3%
- ☆ Decreased percentage of Level 4 students by 0.2%

EIGHTH GRADE

LEVEL	Total # of students on each level	% of students on each level	Total # of students on each level	% of students on each level
	2008-2009	2008-2009	2009 - 2010	2009 - 2010
1	1	1.6	1	1.5
2	25	40.3	36	57.1
3	36	58.1	26	41.3
4	-	-	0	0
Total Tested Population: 62		Total Tested Population: 63		

- ☆ Decreased percentage of Level 1 students by 0.1%
- ☆ Increased percentage of Level 2 students by 16.8%
- ☆ Decreased percentage of Level 3 students by 16.0%
- ☆ Students achieving Level 4 remained at 0

Accomplishments:

It is hard to see our results in terms of accomplishments since we see that our proficiency levels have dropped. However, in a per student analysis we see that in many cases their raw score went up, but their level went down. We also see a rise in the median level of proficiency from last year. We can only interpret this as while levels have decreased students are in fact reaching proficiency and their levels of understanding are improving. Further, in student by student analysis we see that those students who are Ells and our special education population need to be our focus of attention as well as the students who were borderline levels III in the past were those most affected by the change in scoring. We are prepared as a staff to do whatever it takes to improve reading and writing in our school.

Challenges:

Our English Language Learners and special education population are our most vulnerable population because of language acquisition and learning disabilities. Our staff will continually work to improve their chances for success by providing more formative assessments in smaller increments to assess understanding and the need for re-teaching.

☆ **SECTION III – Cont'd**

☆ **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 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 the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

MATH

A. PERFORMANCE TRENDS –

An analysis of the NYS Mathematics Assessment results over the past year shows a sharp drop in performance. However, given the fact that the scale scores were changed upwards last year, it is impossible to tell whether performance has gone down simply by looking at this data. A comparison with this year's overall math state scores shows that we have gone down. In 2008 – 2009, we surpassed the state mean by 4%. In 2009-2010, we trailed the state mean by 2%.

Strengths

Our teachers are routinely using uniform unit and chapter tests and monthly summaries to monitor student understanding and to re-teach content.

Challenges

Delivering differentiated instruction to our many leveled students (intervention to enrichment) continues to be challenging for us; also, meeting with teachers and intervention personnel to review student data on a timely basis continues to be a challenge.

B. What have been the greatest accomplishments over the last couple of years?

Accomplishments

We received extra credit for self-contained students (.5) and also for SETSS students (1) for

increasing proficiency for these two groups. Proficiency for our self-contained students increased by 13% compared to 41% for our SETSS students.

We have been able to better monitor the progress and proficiency of our students as they master their math facts. We are using uniform timed quizzes to do this in grades 1 – 6.

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

The most significant aid to improvement is a team of dedicated and highly qualified teachers at all levels. Teachers are well versed in the math standards and performance indicators. They use the Department of Education developed curriculum pacing to guide what they teach. The teachers also faithfully follow the math curriculum and programs. As a result, they are able to teach all the NYS required material by the end of the year. Formal and informal teacher observations indicate that teachers are generally developing mastery of the majority of performance indicators for the standards in mathematics.

However, a well-balanced math program should be driven first by the content standards, and second, by a variety of instructional strategies that support student learning of concepts and the development of number sense. Teachers at PS/MS 278 still need to use more of these instructional strategies. Further development also is still required in differentiating instruction by making use of manipulatives, other visual aids, math materials and resources that directly support the state benchmarks and content strands. Teachers also need to continue to improve in using data to assess student deficiencies and re-teaching. Better use of available technology would also be helpful.

Students continue to demonstrate weakness in problem solving and math-related writing. Students are also deficient in math fact automaticity which is inhibiting their ability to master whole number and integer computation, and the solving of equations. Further development is also required in the areas of measurement and estimation. Results of baseline inventory, midyear and end of the year tests in Grades 1 and 2 indicate that the majority of these students are also weak in developing automaticity in their basic math addition and subtraction facts. Most students need to improve in concepts (geometry, measurement and estimation) and critical thinking skills.

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 2009-10 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 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 presumably be aligned to the school’s annual goals described in this section.

Annual Goal	Description
<p>1. English Language Arts</p> <ul style="list-style-type: none"> • The percentage of students achieving level 3 in ELA will increase from 30 % to 40%on the New York State annual assessment. 	<ul style="list-style-type: none"> • While many of our students increased their raw scores on the annual New York State assessment, many students experienced a decline in the proficiency levels. An analysis of the data illustrated that those students who were borderline in approaching the prior cut off were those most affected by the changes. Our focus will be to support our students in the areas of critical thinking, inferences and grade specific areas of weakness to improve their proficiency.
<p>2. Mathematics Goals: To improve the mean scale score in grades 4 to 6 from 671 to 675 or higher to increase student proficiency to level 3 and above.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • These grades were the most affected by the change in the cut off scores by the state. To be on par with New York City, we must focus our instruction to show grade level proficiency; thus we must move the scale score for these three grades.
<p>3. A.I.S.</p> <ul style="list-style-type: none"> • To increase by 10 the percent of “at risk” students who include the lowest 1/3 to realize a 1.5 yrs. gain in reading based on the Fountas & Pinnell Benchmark Assessment. 	<ul style="list-style-type: none"> • Our data shows that our at-risk students receiving academic intervention need not only to achieve one year’s growth but a year and a half minimum to approach grade level.
<p>4.</p>	

<p>ESL</p> <ul style="list-style-type: none"> • To increase by 20% to 40% the number of ELL students who will show progress in writing as measured by a school based writing rubric. 	<ul style="list-style-type: none"> • An analysis of our ELA 2010 tests shows that ELL students experienced an overall drop in all levels. Level 1 and level 2 students decreased by almost 50% each due to a recent change in score cutoffs. To that end, we will continue to implement our school devised writing rubric to further develop skills in: writing conventions, grammar, mechanics, format and using details to enrich their ideas. Students will receive more focused instruction in developing and enhancing writing skills in Title III After School Program using “MyAccess”; a web-based writing program specifically geared towards the needs of Limited English Proficient students
<p>5. Professional Learning Teams</p> <ul style="list-style-type: none"> • 100% of the teaching staff will be involved in our PLTs. 	<ul style="list-style-type: none"> • In order to prepare for the Common Core Standards All teachers will participate in our PLTs with a common focus of improving the persuasive writing skills and overall responses to literature for all students K-8.
<p>6.</p> <ul style="list-style-type: none"> ★ To increase by 5% the number of 4th and 8th grade students moving from a level 2 to a level 3, and from a level 3 to a level 4 on the state test. 	<ul style="list-style-type: none"> • We want insure that we move students in the area of science. This will not only help them, but also support Safe Harbor should we need it. We noticed that many of our students have difficulty writing in the content area. This will also align with our work in persuasive writing which is our school wide goal.

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): **Goal 1: English Language Arts**

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The percentage of students achieving level 3 in ELA will increase from 30% to 40% on the New York State annual assessment.</p>
<p>Action Plan</p> <p><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 align="center">USE OF DATA</p> <p>Looking at data available through ARIS, we notice that we have many students performing now at a high level 2 who can be pushed into level 3. Using a systematic approach to data collection, common assessments and ITAs we will strive to meet our target.</p> <p align="center">Implementation Timeline</p> <p>Running Records spreadsheets submitted to administration: Every 6 weeks.</p> <p>City wide ITAs. Triennially.</p> <p>Wilson Foundations assessments submitted to administration: Triennially</p> <p>ECLAS-2 assessments submitted to administration: October (Grades 1-3) January (Kindergarten) May (Grades K-3)</p> <p>Teacher assessment binders with data analyzed by grade, class and student at</p>

meetings with supervisors, with grade level colleagues and at PLTs.

CURRICULUM AND INSTRUCTION

At our school, we Instruct students in reading comprehension strategies using Accelerated Literacy Learning curriculum, McGraw-Hill Treasures anthology, and Junior Great Books reading anthologies. Students develop skills in decoding, phonemic awareness and fluency using research-proven programs including Foundations, Rewards, Wilson, Words Their Way, and Focus on Fluency.

Actions/Strategies/Activities

- ☆ Use a balanced literacy approach including teacher modeling, read aloud, independent reading and conferring, guided reading, etc. to improve students reading fluency and comprehension
- ☆ Use ESL methodologies to equip ELL students with strategies for building fluency and comprehension
- ☆ ESL and SETSS teachers will support this goal by conferring with teachers, pushing in and pulling out during ELA to support students on their instructional level.
- ☆ Periodically reassess students and target population for Academic Intervention Services

Intervention Noticings/Strategies

As a result of data collection and analysis, if we notice students are not progressing at least one reading level with every 2-3 class spreadsheet submissions we will modify our strategies by:

- ☆ By providing professional development in strategies that can be implemented to address students' areas of weakness based on formal and informal running records assessments and conference notes with supervisor or AUSSIE consultant.
- ☆ By providing professional development in suggested lessons to establish goals with students for making 1 ½ years gain in reading level and refresher lessons in "what good readers do" through the AUSSIE consultant.
- ☆ Kindergarten and AIS teachers providing an additional period of Foundations instruction based on Wilson Foundations data gathered
- ☆ Adjusting Academic Intervention Service groups to include students who are stagnating in

their reading development. Historically, this is a six-week cycle of intervention

- ☆ Classroom teachers, ESL, AIS and SETSS service providers providing differentiated instruction one-on-one during conferences and in small-groups based on identified areas of weakness established through running records assessment and conference notes

As a result of data collection and analysis, if we notice students are not performing on or above grade level in writing based on rubrics aligned to NYS ELA standards and performance indicators we will modify our strategies by:

- ☆ By analyzing student work to identify common areas of weakness to focus on for future instruction through common planning periods and PLTs.
- ☆ Providing individualized, next steps feedback to each student based on areas of weakness
- ☆ Encouraging students to make meaningful reflections on their writing and establishing next steps goals within the next unit of study
- ☆ Modifying future instruction within next unit of study to address whole class and small group identified areas of weakness
- ☆ Addressing students areas of weakness through balanced literacy approaches such as word study and interactive writing

PROFESSIONAL DEVELOPMENT

To ensure professional growth among our staff, coaches and literacy consultants offer a variety of workshops and planning sessions. Professional development opportunities are based on previous student progress and performance and whole school goals.

- ☆ Provide professional development in:
 - Implementing units of study in various curricula
 - Using data to drive instruction
 - Implementing scaffolding and various ESL methodologies
 - Development of vocabulary
 - Higher order critical thinking through higher order questioning
 - Rigorous instruction evidenced through elements of strategic lesson planning
 - Differentiated instruction to meet the needs of all students (i.e. interest, ability, remediation, enrichment)
 - Rubrics for measuring effectiveness of interim goals (guided reading rubric, writing rubrics, Junior Great Books self-assessment and goal-setting)

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

USE OF RESOURCES

Scheduling

- ☆ Use of common planning periods
- ☆ Grade level meetings
- ☆ Professional Learning Teams
- ☆ ELA scope and sequence across content areas and academic year
- ☆ Inter-/Intra-visitations

Staffing

Principal, Assistant Principal, and classroom teachers are responsible for the successful implementation of our ELA program. AIS/SETS service providers support students in need of remediation in ELA. ESL service providers address the learning needs of English Language Learners by scaffolding curriculum through ESL methodologies.

Budget

- ☆ Title I/School-wide Program
- ☆ Fair Student Funding
- ☆ Children First Funding

Indicators of Interim Progress and/or Accomplishment

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

We measure student progress using Fountas and Pinnell Benchmark Assessment system. This entails administering running records with a monthly collection of class spreadsheets. Student progress is measured based on gains made in their independent reading levels. In order to further measure student growth, we utilize the listed supplemental assessments as additional evidence of student progress.

PRIMARY ASSESSMENT

Running Records:

Interval of Periodic Review:

Monthly

Instruments of Measure:

Fountas & Pinnell Benchmark Assessment System

Projected Gains:

Students should progress at least 4-5 levels in grade K-2 (dependent on grade level) to make one year's gain in literacy; 1 level every 6-8 weeks

Students should progress at least 3 levels in grades 3-8 to make one year's gain in literacy; .5 levels every 6-8 weeks (1 level every 3 months)

NOTE to teachers: All K-2 subpopulation students are expected to make 1.5 year's gain in literacy; 1.5 levels every 6-8 weeks

All 3-8 subpopulation students are expected to make 1.5 year's gain in literacy; .75 levels every 6-8 weeks (1.5 levels every 3 months)

SUPPLEMENTAL ASSESSMENTS

Wilson Foundations assessments submitted to administration:

Interval of Periodic Review:

Triennially

Instruments of Measure:

D.I.B.E.L.S.

Projected Gains:

Students should meet or surpass grade level benchmarks

ECLAS-2 assessments submitted to administration:

Interval of Periodic Review:

October (Grades 1-3)

	<p>January (Kindergarten) April (Grades K-3)</p> <p>Instruments of Measure: ECLAS-2 kit</p> <p>Projected Gains: Students should meet or surpass grade level benchmarks making at least one level's progress during the academic year:</p> <p style="text-align: center;">ADDITIONAL EVIDENCE</p> <ul style="list-style-type: none">☆ Agendas of trainings☆ Supervisors' observations☆ Analysis of interim data
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SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Goal 2: Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the mean scale score in grades 4 to 6 from 671 to 675 or higher to increase student proficiency to level 3 and above.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p align="center">USE OF DATA</p> <p>A score of 75% on class unit chapter tests is approximately equivalent to a score of 675 on the New York State annual mathematics assessment. Students scoring at this level will achieve a level 3 or grade level proficiency. Teacher will re-teach all material in which 25% of their students score less than 75%.</p> <p align="center">Implementation Timeline</p> <p>Teachers will submit unit/chapter summaries of their tests to the math coach on a timely basis, approximately every 4 to 6 weeks depending on the unit. The math coach will make copies of these summaries for intervention personnel who will then work with their students on performance indicators in which these students are deficient.</p> <p>Teachers will use open response question guidelines and rubrics with their students on all open response questions. Students will use the accompanying open response checklist when answering any open response question.</p> <p>Teachers will use weekly open response questions, monthly unit and chapter open response questions as well as monthly uniform, and standard- based portfolio tasks to help students make strides on the open response sections of the state math test. Regular practice in open response questions will improve assessment gains. Classroom Teachers will utilize the curriculum tests and the math coach will continue to provide uniform, standard based portfolio tasks and rubrics for both open response and portfolio tasks.</p> <p>Teachers will give quarterly math fact tests in all grades, except Kindergarten. The tests are</p>

	<p>uniform by grade and timed. They are to be administered in October, January, April and June.</p> <p>Professional Development</p> <ul style="list-style-type: none"> ☆ The coach will provide the tests as well as instructional material to be used during the 37.5 period two times per week. ☆ The data specialist will support teachers with the use of Acuity predictive and ITAs to monitor student progress and re-teach as needed. ☆ The math coach will use unit summaries to provide professional development to classroom teachers on how to re-teach the performance indicators while maintaining the EDM and IMPACT scope and sequence. ☆ Professional development will be provided twice per month to look at student data and student work on open response questions. ☆ Professional development in the use of Acuity will be provided during collaborative planning with the math coach.
<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>Portfolio tasks and monthly unit and chapter response questions are all aligned to the grade state standard.</p> <p>Professional development will be provided twice per month to look at student data and student work open response questions.</p> <p>Professional development in the use of Acuity will be provided twice per year as well as during collaborative planning with the math coach.</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 style="text-align: center;">Indicators of Interim Progress</p> <p>Students will take uniform baseline tests in September and uniform finals in June. In addition, students in grades K-2 will also take uniform midterms in January.</p> <p>Math fact quizzes will be done weekly and the coach will collect post test results in September, December, February, April and June. Students take uniform chapter tests and summaries are given to the coach and principal so that trends can be examined.</p> <p>Evidence</p> <ul style="list-style-type: none"> ☆ Agendas of trainings ☆ Coaches logs ☆ Supervisor's observations ☆ Data analysis records ☆ ITA's

	☆ Unit chapter test summaries
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SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Goal 3: Academic Intervention Services

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 10 the percent of “at risk” students, including the lowest 1/3, who achieve a minimum of 1.5 gains in reading based on the Fountas & Pinnell Benchmark Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p style="text-align: center;">USE OF DATA</p> <p>Analyzing data has shown that our at-risk students receiving academic intervention need not only achieve one year’s growth but a year and a half minimum to approach grade level. Therefore, through targeted instruction and continued exposure to specific reading strategies and techniques, these students will be able to achieve grade level by June of 2011.</p> <p>Implementation Timeline</p> <ul style="list-style-type: none"> • Fountas & Pinnell running records (K-8): December, March, June • Wilson (Language Reading System) Step Tests (4-8): Every 6 weeks • WADE (Wilson Assessment of Decoding and Encoding) (K-8): • September: Pre-assessment, Post-assessment – June for mastery level • Wilson Foundations (K-3): Tri-annually • Foundations Progress Monitoring (K-1): Bi-weekly • D.I.B.E.L.S. (Dynamic Indicators of Basic Early Literacy Skills) (K-3) • D.I.B.E.L.S. Progress Monitoring – grades 2-3, Bi-weekly • ECLAS-2 (K-3): October (Grades 1-3) January (Kindergarten) May (Grades K-3)

NOTE: A.I.S. is a 10-12 week cycle. As students are assessed weekly, monthly, and at the end of the cycle. They can either be taken out of AIS services or remanded for a second intensive cycle. This decision is based on an analysis of the data of individual student progress and classroom teacher input in consultation with administration.

CURRICULUM AND INSTRUCTION

Academic Intervention Providers will use structured reading and writing programs such as Wilson, Foundations, Rewards, and Words their Way, for students who are performing below grade level standards and for students who are performing in Levels 1, 2, or low Level 3 on New York State English Language Arts assessments. Decision as to which programs are best suited is based on individual student's areas of weakness.

Actions/Strategies/Activities

Reading Comprehension (K-8)

- ☆ Use guided reading with high interest-low level books to directly teach reading strategies.
- ☆ Engage students in book talk and discussion to inspire a love for reading.
- ☆ Focus on vocabulary and strategies on decoding words and/or using context clues to make sense of words. Use flashcards, vocabulary conversation, vocabulary games, puzzles and quizzes to reinforce new words taught.
- ☆ Use read-alouds from a variety of texts to model teacher thinking, fluency and expression, and build background knowledge.
- ☆ Use comprehension skills practice from Kaplan and various other teacher resources to reinforce strategies taught.

Wilson for Decoding and Encoding (grades 3-8)

- ☆ Use Wilson to teach phonemic awareness, sounds, blends, fluency and comprehension, three times a week.
- ☆ Use repetition and multi-sensory techniques to increase fluency and automaticity of word recognition.
- ☆ The use of questioning to guide students to self correct.
- ☆ Use the strategy of visualization using enriched and non-controlled decodable tests.

Foundations (grades K-2)

- ☆ Use Foundations to directly teach phonological awareness, isolating, identifying, blending and segmenting sounds daily.
- ☆ Use multi-sensory techniques of tapping and sky writing to increase decoding and encoding of

	<p>words and sounds daily and during targeted practice for “double-dose” students not making adequate progress.</p> <ul style="list-style-type: none"> ☆ Use repetition to help children with automaticity of sight word recognition daily. <p style="text-align: center;">PROFESSIONAL DEVELOPMENT</p> <p>The AIS providers consistently review data and student work to ascertain growth. In order to provide the best intervention for their students, their “tool kit” consists of professional development in:</p> <ul style="list-style-type: none"> ☆ Understanding and using data to inform instruction ☆ Implementing a variety of strategies from diverse sources ☆ Using Bloom’s Taxonomy to develop students’ higher order critical thinking skills and learning to use higher order questioning techniques in their students ☆ Using rubrics measure student growth ☆ Being able to differentiate instruction so that learning is assessable to all students <p>AIS providers have been trained in research-based reading programs such as Reading Reform, Wilson, Great Leaps, and Balanced Literacy.</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 style="text-align: center;">USE OF RESOURCES</p> <p>Scheduling</p> <ul style="list-style-type: none"> ☆ Monthly PPC Meetings to discuss student progress ☆ Annual IEP meetings ☆ Internal DOE Services ☆ Intra school visitation <p>Staffing</p> <p>Principal, Assistant Principal, Senior Innovative Program Specialist (Wilson) and providers are responsible for the successful for the full implementation and follow-up of the various programs. Teachers use small group or one-to-one instruction during the school day. Some of the following programs and systemic approaches are used (Foundations, Wilson, Treasures, Great Leaps, Words Their Way, Rewards, Kaplan, Measuring Up, Shared Reading and Guided Reading).</p> <p>Budget</p> <ul style="list-style-type: none"> ☆ Title I Funding & Fair Student Funding –One (1) half-time teacher ☆ Children First Funding – One (1) F-status teacher ☆ R.T.I Grant for Foundations training

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) used; the action plan template provided below to measure, projected gains</i></p> <p>Directions: The action plan should be used to measure, projected gains 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, or Remedial Action) or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and instrument of measure for the goal and instrument of measure for the goal.</p> <p>Subject/Area (where relevant):</p>	<p>In reading, progress is measured in the rise of reading levels and how they perform on unit tests.</p> <p align="center">SECTION V ACTION PLAN INTERIM ASSESSMENT</p> <p>Fountas & Pinnell Running records (K-8)</p> <p>Interval of Periodic Review: Bi-annually</p> <p>Instrument of Measure: Wilson Language Reading System (WILSON)</p> <p>Projected Gains: One level in reading every 6-8 weeks</p> <p>Goal 4: English As A Second Language (ESL) Step Tests (4-8)</p> <p>Interval of Periodic Review: Tri-annually</p> <p>Instrument of Measure: Wilson Benchmark test</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase by 20%-40% the number of ELL students who will show progress in writing as measured by the school based writing rubric by June, 2011.</p> <p>Projected Gains: One level with each test</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>(Wilson Assessment of Decoding and Encoding) (K-8)</p> <p>Interval of Periodic Review: Bi-annually</p> <p>Instrument of Measure: The WADE</p> <p>Projected Gains: Explain as compared to their benchmark sample. A collection of targeted assessments will be administered every 6 weeks through Accelerated Literacy Learning (A.L.L.), Santillana “Spotlight on English” and McGraw-Hill “Treasures” unit tests to support student growth toward the goal. We will continue to implement these goals by the ESL teachers in conjunction with the grade level teachers of writing.</p> <p>Implementation Timeline</p> <p>Post-assessment – June for mastery level</p> <p>Goal: students should reach or surpass grade level benchmarks</p> <ul style="list-style-type: none"> Accelerated Literacy for Grades K-2 7-8: Writing samples every 6 weeks Santillana “Spotlight on English” for Grades K-6: Writing samples every 6 weeks Wilson Benchmark for Grades 3-6: Writing samples every 6 weeks <p>Curriculum & Instruction</p> <p>Attachment of Measure: Wilson Benchmark Accelerated Literacy Learning curriculum (K-8)</p> <p>Projected Gains: McGraw-Hill “Treasures” anthology (3-6)</p> <p>Instrument of Measure: Santillana “Spotlight on English” (ESL k-2)</p> <p>Projected Gains: Students will develop skills in writing conventions, grammar, mechanics, vocabulary, writing</p>

	<p>ideas, and content, organization, voice, word choice, sentence fluency, etc. We will consistently engage in on-going evaluation of pupil skills and performance and/or achievement measured by:</p> <ul style="list-style-type: none"> • Teacher meetings to discuss, evaluate, and plan for student successes and program review on a weekly basis. • City interim assessments in ESL and ELA as a supplementary assessment. • Santillana Benchmark Assessments in Grades 3-6 as a supplementary assessment. <p>Professional Development Professional Development will be used for the purpose of extending teacher practices, knowledge, and enlightening staff to the current trends and research-based practices. ESL teachers and selected staff will turn-key information and best practices to staff during monthly grade level conferencing, as well as during one-one teacher conferencing. Professional Development sessions will be conducted by a variety of providers (LSO, BETAC, QTELL, etc.) and will be selected according to teacher level and needs.</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>Use of Resources</p> <p>Scheduling</p> <ul style="list-style-type: none"> • Classroom teachers meet with ESL teachers during their common planning period to discuss student progress and review student work. • Workshops are planned in the writing rubrics topics to support teachers. <p>Staffing Principal, Assistant Principal, Classroom Teachers, ESL Teachers</p> <p>Budget This program aligns to the Language Allocation Policy, incorporating ESL & ELA standards. The school has budgeted resources for implementation of these initiatives through:</p> <ul style="list-style-type: none"> • Title I School Wide Project • Fair Student Funding • Title III LEP Program
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Writing Samples Interval of Periodic Review: Every 4-6 weeks Instrument of Measure: Topic specific writing rubric Projected Gains: Students should make at least 1.5 levels progress on a 24 point rubric during the academic year. Level 4 = 24-20 points Level 3 = 19-16 points Level 2 = 15-8 points Level 1 = 7-0 points</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Goal 5: Professional Learning Teams

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of the faculty will be involved in a Professional Learning Teams (PLT) whose focus will be on improving persuasive writing and overall responses to literature of our students K to 8.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p style="text-align: center;"><u>USE OF DATA</u></p> <p>An analysis of the New York State Assessments in ELA, Science and Social Studies, as well as teacher’s formative assessments indicate a need to focus the entire school on writing improvement.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p style="text-align: center;"><u>CURRICULUM AND INSTRUCTION</u></p> <ul style="list-style-type: none"> ☆ In PLTs teachers will be working both horizontally and vertically analyzing student work. ☆ Teachers will be addressing and aligning the NY State Standards with the Common Core standards as they develop lessons. ☆ Common assessments will be created to support the areas needed on the grade level. ☆ Specific genres will be assigned to each grade, so that mastery of two styles of writing per grade will be the focus. ☆ Writing conventions will also be a focus school wide in all subjects. ☆ Responding to literature and persuasive writing will be incorporated into the portfolio work of all grades. <p style="text-align: center;"><u>PROFESSIONAL DEVELOPMENT</u></p>

	<ul style="list-style-type: none"> ☆ Teachers will be receiving professional development from the AUSSIE consultant in writing. ☆ In the PLTs teachers will be sharing with each other their expertise. ☆ Through a Network grant teams will also be receiving support from our team leaders in Literacy <p style="text-align: center;"><u>USE OF RESOURCES</u></p> <p>Scheduling</p> <ul style="list-style-type: none"> ☆ Bi-monthly meetings school wide ☆ Common Planning ☆ Per session activities <p>Budget</p> <ul style="list-style-type: none"> ☆ Contractual Professional Development – Teacher Quality ☆ Title I – per session ☆ Network grant support <p>Staffing</p> <ul style="list-style-type: none"> ☆ Principal, Assistant Principal, Lead teachers of the PLTs, AUSSIE consultant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p style="text-align: center;"><u>INDICATORS OF INTERIM PROGRESS</u></p> <ul style="list-style-type: none"> ☆ Common Assessments on the grade level. ☆ Improvement on short answer questions on the ITAs ☆ Overall improvement noted by the classroom teacher on their teacher made products, such as homework assignments and class tests. <p><u>Accomplishments</u></p> <ul style="list-style-type: none"> ☆ Improvement on the New York State Assessments

SECTION VII: 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): **Goal 6: Science**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ★ To increase by 5% the number of 4th and 8th grade students moving from a level 2 to a level 3, and from a level 3 to a level 4 on the state test. <p><u>Addition interim goals include:</u></p> <ul style="list-style-type: none"> ★ To develop students' inquiry skills in order to elicit meaningful questions and possible answers about a given phenomenon as evidenced by participation in the annual science fair and 8th grade exit projects. ★ To increase science vocabulary as evidenced by teacher created tests administered every marking period. ★ To provide comprehensive professional development in science for all classroom teachers. Specifically, emphasis will be placed on understanding and implementing the Science Scope and Sequence mandated in the 2010- 2011 school year. ★ To integrate science and community through units centered on the built environment of New York
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	City in collaboration with the Salvadori Center.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ★ In accordance with the E1a English Language Arts standard, at least 20% of the 25 books that each student must read per year will be about science content (as evidenced by oral or written book reports). ★ Utilize book sets and <i>Treasures</i> reading material featuring grade appropriate science content for guided reading. ★ In accordance with the E2a English Language Arts standard and the S8d Science standard, each student will produce at least one report of information per year on a topic covered in their grade's science curriculum. ★ In accordance with the S8 Science standard, every student will complete at least one science investigation per year. Student science inquiries will address math standards such as M2 (geometry and measurement concepts), M3 (function and algebra concepts), M4 (statistics and probability concepts), M5 (problem solving and reasoning) and M8 (putting mathematics to work). These science inquiries will be displayed at our school with Annual Science Fair. ★ Incorporate grade-appropriate science content into literacy and math support materials utilized by Academic Intervention Services, Resource Room, and ESL teachers, who will devote at least 25% of their instructional focus to addressing grade appropriate science vocabulary, content and skills. ★ In order to meet the needs of all learners, including but not limited to Special Education students and English Language Learners, we address different learning modalities (i.e. visual, auditory, kinesthetic, etc.) utilizing a wide range of instructional methods such as reading, writing, and mathematics strategies, cooperative learning, note-taking, observation, lab instruction, centers, project work and field trips. ★ Develop more science-oriented School wide Enrichment Model clusters to nurture science interest in all learners, and provide enrichment activities among learners with identified science interest. ★ Implement a new community-based enrichment activity based on the built environment of New York City through the Salvadori GLOBE Program (Guided Learning through Our Built Environment, a prestigious math and science-based program that provides teachers with the professional development and tools to integrate hands-on architectural and engineering projects into their math, science, humanities and visual arts curricula).

<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>	<ul style="list-style-type: none"> ★ Devote one staff member to be the science coordinator. This person would be in charge leveraging existing resources by working with elementary school teachers to implement the Science Scope and Sequence through use of textbooks and lab kits. This person would also be responsible for developing and maintaining multi-gender, multi-cultural curriculum components for staff use. In addition, this person would coordinate the Annual Science Fair, 4th grade science test, and work as a liaison between members of the Salvadori Center and staff members. ★ Designate specific professional development times for teachers and service providers to meet to discuss and implement the specific goals and strategies mentioned above. ★ Designate specific professional development times for grade 3-4 teachers and grades 5-8 teachers to collaborate and build capacity on grade appropriate topics, concepts and activities to teach the content required for the 4th and 8th grade state tests. ★ Designate specific professional development time for Special Education grade 7-8 teacher and grades 7-8 science teacher to meet and integrate curriculum. ★ Use data analysis personnel and New York City compiled data reports to investigate the root causes of low performance by students and identify effective means of improvement. ★ Select 4 teachers to participate in the Salvadori GLOBE Program. Give these teachers the necessary time to work with liaisons at the center and implement curriculum. These teachers will then become Salvadori educators, passing on their knowledge to future participants in the upcoming years.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ★ Supervisors will annually review integration of the science curriculum in the English Language Arts classes by reviewing student science reports, and book reports. ★ Supervisors will review integration of services (AIS, ESL, and Resource Room) in accordance with established norms and procedures for oversight of these resources. ★ Participation in the Annual Science Fair will be judged by a panel of educators. ★ Supervisors will quarterly review the progress of students in science through students' progress reports and report card grades.

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			N/A	N/A				
1	6		N/A	N/A				
2	5		N/A	N/A				
3	3	4	N/A	N/A	1			
4	3	2						
5	5	7						
6	5	4						
7	8	2			1			
8	4	2			2			
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:	Academic Intervention Providers will begin a structured reading and writing program for students who are performing below grade level standards and for students who are performing in Levels 1, 2, or low Level 3 on New York State English Language Arts assessments. Teachers will use small group instruction or one-to-one in a push-in or pull-out model during 37.5 minutes and during the school day. Some of the following programs and systemic approaches will be used (Foundations, Wilson, Treasures, Great Leaps, Words Their Way, Rewards, Kaplan, Measuring Up, Shared Reading and Guided Reading).
Mathematics:	Academic Intervention Providers will begin a structured Mathematics program for students who are performing below grade level standards and for students who are performing in Levels 1, 2, or low Level 3 on New York State Math assessments. Teachers will use small group instruction or one-to-one in a push-in or pull-out model during 37.5 minutes and during the school day. Some of the following programs and systemic approaches will be used (Everyday Mathematics Intervention Strategies, EDM games, Skill Builders, Measuring Up Math Kits and Impact Math Intervention strategies).
Science:	Before and after school, as well as during lunch teachers make themselves available to students in need of additional support particularly for our middle school students
Social Studies:	Before and after school, as well as during lunch teachers make themselves available to students in need of additional support particularly for our middle school students
At-risk Services Provided by the Guidance Counselor:	At risk students will receive individual and group counseling during the school day. This service will help students to address behavior and social skills. When students and families need counseling, they are referred to outside agencies.
At-risk Services Provided by the School Psychologist:	N/A – Our team is itinerant and only here two days covering IEPs
At-risk Services Provided by the Social Worker:	N/A - Our team is itinerant and only here two days covering IEPs

At-risk Health-related Services:

Provided by the guidance counselor if needed.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be Served: 40 LEP 0 Non-LEP

Number of Teachers 4 Other Staff (Specify) None

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative – see attached LAP

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.

- **Professional Development Program** – Periodic Professional Development (5) will take place in conjunction with workshops conducted by the Bronx Bilingual Education Technical Assistance Center. (BETAC). BETAC is a state funded center that offers resources and training on issues pertaining to ELLs. The four ESL teachers will be keeping abreast of the current trends by attending workshops periodically. This professional development will be of no cost to Title III, since sessions are free. The Native Language Arts teacher will attend periodic professional development also in conjunction with BETAC in the area of Native Language Arts. “My Access” professional development; teachers participated in an initial off site two day training session. At this session participants were introduced to basic software, benchmark assessments, class roster creation, and instructional strategies.
 - Teachers will meet at convenient times for planning activities and thematic units and for articulating student progress in order to facilitate student movement. Teachers will also use this time to create student progress reports for parents. This will be of no cost to Title III.
 - Some of the following topics will be covered:
 NYS Learning Standards, Using Technology to Enhance English Language Learning for ELLs, Academic Language and Vocabulary Development, Language Development in Content Areas, My Access Computer Technology etc.
-

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	(\$10,800)	(Example: 180 hours of per session for ESL and General Ed teacher to support ELL Students: 180 hours x \$49.89 (current teacher per session rate with fringe) = \$10,800)
Purchased services	(\$500)	NYC office of ELLs, Betac, professional development & LAP

- High quality staff and curriculum development contracts.		Toolkit
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(\$1700) (\$1200) (\$1604.)	One desktop computer for student use. 1 laptop computer @\$1200 for student use. Color paper, markers, crayons, binders for portfolios, pens pencils, scissors, Spanish language Scholastic new magazine subscriptions for each child
Educational Software (Object Code 199)		
Travel		
Other	(\$1668)	Parent Involvement workshops; Parent materials, refreshments and supplies.
TOTAL	\$10, 680.00	

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.

Parents are asked via a survey what language they would like to receive communications.

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.

We always have Spanish translation available anytime a parent comes to the school, during parent meetings, Parent Teacher Conferences and PTA meetings. We have never been asked to have translation in any other language other than Spanish even though we have speakers of other languages. They all request communications in English.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. All communications are distributed in both English and Spanish. Parents are asked when setting up appointments if they need these services and they are readily available. The PTA reached out to purchase a simultaneous translation equipment to encourage greater participation among our Spanish parents at PTA meetings.

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>.
 1. We reach out to parents to find out their language needs.
 2. We have Spanish translation services available at all times and several of our teachers are speakers of other languages, i.e French, and Albania dialects if needed.
 3. We distribute all materials in Spanish and English.
 4. Whenever we receive any materials from the DOE in other languages, we send it home anyway even if the parent of that Language, i.e Udu only wants English, we send home both as an added support.

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:	\$332,277	\$147,841	\$480,118
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,323	\$1,478	\$4,801
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$72,257	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$16,614	*	

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

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

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

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

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

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

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

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

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

School Parent Compact 2010 - 2011

The Paula Hedbavny School (PS/MS 278), and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact will be in effect during the 2010 – 2011 school year.

That being said, PS/MS 278 will:

- hold parent-teacher conferences twice a year during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: November 9, 2010 and again on March 16, 2011.
- provide parents with frequent reports on their children’s progress. Specifically, PS/MS 278 will provide monthly progress reports during the first week of the month except for those months where the academic report cards are given or school vacations occur.

- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Administration, teachers and support providers are always willing to meet with parents during the teachers' preparatory periods, teachers' lunch periods and where feasible, after school. Administration practices an open door policy and therefore is available to meet with parents during the school day.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: PS/MS 278 has Literacy Celebrations periodically. Parents are welcomed to come into the school and to visit not only their child's classroom, but others as well. Whenever a parent voices a desire to sit in during their child's lessons, that desire is granted willingly. We also host Multi-cultural celebrations where our diverse cultures are studied and celebrated throughout the building. Parents are also invited to share in their child's successes at our monthly academic awards assemblies.
- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

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

- a. supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;

- monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that home work is completed;
 - monitoring the amount of television my children watch;
- b. volunteering in my child’s school by becoming a *“Learning Leader”*, SEM, Book Fair, and chaperones for class trips.
 - c. participating, as appropriate, in decisions relating to my children’s education;
 - d. participating in school activities on a regular basis;
 - e. promoting positive use of my child’s extracurricular time.
 - f. staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
 - g. serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the School Support Team or other school advisory or policy groups.
 - h. reading together with my child every day;
 - i. providing my child with a library card;
 - j. communicating positive values and character traits, such as respect, hard work and responsibility;
 - k. respecting the cultural differences of others;
 - l. helping my child accept consequences for negative behavior in school;
 - m. being aware of and following the rules and regulations of the school and district;
 - n. supporting the school’s discipline policy;
 - o. expressing high expectations and offering praise and encouragement for achievement.

Student Responsibilities

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

- a. come to school neat and clean and be in uniform Monday through Friday.
- b. come to class prepared with supplies and homework each day.
- c. do my homework every day and ask for help when I need to.
- d. read at least 30 minutes every day outside of school time.
- e. follow the class rules and school regulations.
- f. show respect for ourselves, staff and the school environment.

- g. give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- h. show pride in my school work.
- i. DO MY BEST

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See pages 10 to 15

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

See Goals and all Action plans but specifically ELA, Math & AIS pages 16 to 25 and 29 to 32.

3. Instruction by highly qualified staff. **Included in all Action Plans**

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.

Included in all Action Plans

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **We can only hire ATRs. However, through a peer interview process we hope to attract the best from this pool whenever the need arises.**
6. Strategies to increase parental involvement through means such as family literacy services. **Our PTA, and Parent Coordinator has involved our parents in workshops which via parent survey they have requested, such as health and nutrition, organizing your student, Learning Leaders and parent volunteer in the library and classroom outreach.**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **We offer parent tours so parents can be comfortable with our school as their choice. We permit parents to remain in the classroom on the first few days if their child is having separation issues.**
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. **Teachers are involved in the development of assessments, they use student results to refine their teaching and use student writing in our PLTs to inform instruction.**
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. **Students receive AIS in ELA and Math from teachers dedicated to that position. These students are recommended based on achievement on their state tests, and also teacher input. Students are historically cycled in and out. After tier I and these tier II interventions students might be recommended for a special education evaluation after consultation with the parent and all avenues of intervention strategies have been utilized.**
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. **We have Wellness in the Schools, which is a non-profit organization dedicated to improving the food and choices that students make in the cafeteria, at home and on their free time. Our guidance counselor takes care of any issues that arise with housing or violence experienced by a child at home when we are informed or suspicious. Our dean, takes care of all student discipline issues.**

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	✓			\$332,277	✓	21,28, 31 &32
Title I, Part A (ARRA)	Federal	✓			\$147,841	✓	21,28, 31,& 32
Title II, Part A	Federal	✓			\$11,093	✓	29 AIS
Title III, Part A	Federal	✓			\$16,680	✓	44
Title IV	Federal			✓			
IDEA	Federal	✓			\$63,204	✓	

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.

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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: In Good Standing **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.)

Presently we have no children in temporary housing.

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.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Paula Hedbavny School					
District:	6	DBN:	06M278	School		310600010278

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.7	94.7	94.3
Kindergarten	46	48	49				
Grade 1	47	45	52	Student Stability - % of Enrollment:			
Grade 2	50	53	49	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	51	52	54		98.1	98.3	97.3
Grade 4	37	54	54				
Grade 5	55	46	56	Poverty Rate - % of Enrollment:			
Grade 6	69	59	66	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	58	66	62		81.5	80.9	80.9
Grade 8	63	62	63				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	8	9
Grade 12	0	0	0				
Ungraded	1	1	4	Recent Immigrants - Total Number:			
Total	477	486	509	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	3	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	21	24	Principal Suspensions	4	1	9
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	9	0	7
Number all others	60	60	54				

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	40	40	37
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	4	4
# receiving ESL services only	118	96	TBD				
# ELLs with IEPs	11	37	TBD	Number of Educational Paraprofessionals	2	3	6

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	9	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	57.5	70.0	89.2
				% more than 5 years teaching anywhere	55.0	57.5	67.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	90.0	94.6
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	63.8	80.4	91.8
Black or African American	4.2	4.1	3.7				
Hispanic or Latino	88.1	85.4	83.5				
Asian or Native Hawaiian/Other Pacific	1.0	1.4	2.0				
White	6.3	8.2	10.6				
Male	54.7	51.6	50.9				
Female	45.3	48.4	49.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-						
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
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:	50	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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 601/6	District 06	School Number 278	School Name Paula Hedbavny
Principal Maureen Guido		Assistant Principal Lillian Reyes	
Coach Lillian Rivera-Mathematics		Coach N/A	
Teacher/Subject Area Robert Klein/ESL		Guidance Counselor Amina Mateo	
Teacher/Subject Area Christine Tramposch/ESL		Parent Deborah Sims	
Teacher/Subject Area Katherin Ha/ESL-Grade 2		Parent Coordinator Angelin Gonzalez	
Related Service Provider Nancy Bronster/AIS		Other Jessica Peskie-Grade 8 ELA	
Network Leader Larry Block		Other Marilyn Ramos-Grade 5	

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	3	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	507	Total Number of ELLs	95	ELLs as Share of Total Student Population (%)	18.74%
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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.

(1). When a student is registered in our school and in the NYC public school system for the first time, the parents/guardians are asked to fill out a Home Language Survey (HLIS), regarding their child's home language use and proficiency. If one answer to questions 1-4 and two answers to questions 5-8 indicate that the child speaks a language other than English at home, the ESL Certified Coordinator, Robert Klein, or another qualified pedagogue, conduct an informal interview with the parent/guardian and the child in English or (if possible) in their native language. If the student speaks a language other than English, or the student speaks little or no English, the Language Assessment Battery-Revised (LAB-R) will be administered. The student is LEP (Limited English Proficient) if he/she scores at a Beginning, Intermediate, or Advanced Level. Spanish speaking students will then also be administered the Spanish LAB by the Bilingual Spanish certified teacher, to determine if they are English or Spanish dominant. Then they will be placed in the appropriate program. If he/she scores at the Proficient level, the student is not entitled to services and is deemed non-LEP. Certified monolingual English ESL staff members: Robert Klein, Christine Tramosch, Katherine Ha, or a certified bilingual Spanish staff pedagogue are responsible for conducting the initial screening, administering the HLIS, LAB-R and the formal initial assessment. The ELLs in our school are annually evaluated using the NYSESLAT by NYS certified ESL teachers: Robert Klein, Christine Tramosch, Katherine Ha. The Speaking component of the NYSESLAT is administered individually. The Listening, Reading, and Writing components are administered over several days. The students are grouped according to their grade level. For students with an Individualized Education Plan (IEP), the NYSESLAT is administered according to their individual modifications.

(2). The PS/MS 278 school community has established numerous support structures to ensure that all parents are aware of education options available to their children. The Parent Coordinator and the ESL Coordinator have offered and provide various meeting and workshops to disseminate information about these options. The Parent Association Cabinet and volunteers also organize monthly parent meetings where many issues are discussed including the three different language programs and parent alternatives and options. Parents are introduced to the programs that the NYC Department of Education offer via an informative video provided by the Office of English Language Learners, which highlights and explains each program in depth. In addition, the Parent Coordinator, ESL teachers and the ESL Coordinator keep parents' abreast of important news, students' progress and parents' rights through parent flyers, letters, and informative workshops. As a school community, we ensure that information is provided in the parents' home language. Both the school staff and parent coordinator work as liaisons to assist in oral and in written translation. Many parents are representatives on the School Leadership Team and other planning groups, in order to keep the parent perspective in the planning of school policies and events.

(3). Program Selection Forms are sent home to the parents. If they are not returned in a timely manner, the Parent Coordinator calls the parents and reminds them to return the forms to the ELL department. For any other missing Program Selection form we will attach a copy to the students's first report card. The parents will sign the Program Selection Form when they pick up the student's report card. This way we can ensure that all Program Selection Forms are returned.

(4). Identified ELL students' parents are invited to view an informative video distributed from the New York City Department of Education. This video describes in depth the three program selection choices available to parents. The video can be viewed in the parent's native language. Parents are then given a Program Selection and Survey form and make the choice which program is right for their child. Parents are then given the opportunity at this orientation meeting to pose questions.

(5). For the school year 2009-2010: 7 parents requested English as a Second Language instruction for their child. In the year 2008-2009: 12 parents requested ESL instruction for their child. No other programs were requested in those years. 2007-2008: 10 parents requested ESL, 1 parent opted for Transitional Bilingual Education (TBE) and 1 parent preferred the Dual Language program. As they were not offered in our school at that time the parents were referred to other schools that would have offered the program. However, they then decided to leave their child in our school and put them in an ESL program. As of this school year, 2010-2011: all parents have requested English as a Second Language instruction for their eligible child.

(6). Programs offered at our school are aligned with parent requests, as all parents are now requesting monolingual settings with ESL services. Due to the fact that our registry could not maintain a bilingual program, we have closed our Transitional Bilingual Education (TBE) program, which was in effect from 2004-2007. During the 2006-2007 academic year our 2nd grade/3rd grade bilingual bridge class maintained only 13 students throughout the duration of the school year. With parent opt-out requests for their children to be placed in monolingual classes, and the low enrollment for continued Transitional Bilingual Program; PS/MS 278 began providing only a free-standing ESL program.

Additionally, due to low parent request, we currently do not offer a Dual Language Program. Our sister school PS/IS 18 does offer Dual Language Programs, which several parents have been referred to. Parents that wish for their child to continue in a TBE program have been referred to our sister school, PS/IS 18, which still offers TBE programs. This school's ELL enrollment is declining due to students testing out of the program at the Proficient level and more English- dominant speaking children enrolling each year. At present, English is the dominant home language at this school.

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			9											9
Push-In	9	8	2	7	11	11	12	15	11					86
Total	9	8	11	7	11	11	12	15	11	0	0	0	0	95

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	30
SIFE	1	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	21

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	43	1	7	31	0	12	21	0	11	95
Total	43	1	7	31	0	12	21	0	11	95

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
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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	9	7	12	6	8	11	11	14	10					88
Chinese					1									1
Russian														0
Bengali														0
Urdu							1							1
Arabic					2									2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1				1	1					3
TOTAL	9	7	12	7	11	11	12	15	11	0	0	0	0	95

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.

(1a). PS/MS 278 uses the Pull-out model for Kindergarten. The students are grouped according to their level. The advanced students are pulled out 4 times a week for 45minutes each and the beginning/intermediate students are pulled out 8 times a week for 45 minutes each. When transitioning to first grade the students on an advanced level will be serviced through a push-in model. For grade grades 1 to 8 the teachers push into the classroom supporting the teacher by implementing ESL strategies in the content areas. Groups of intermediate and beginning students from grades 1 to 8 are additionally pulled out four times a week to work on their language skills in a small group setting. The students are grouped according to grade and proficiency level. Our school has one self-contained classroom (grade 2). The classroom teacher is certified in ESL and Common Branch K-6. This teacher implements ESL strategies and methodologies throughout the day to teach Mathematics, ELA, Science and Social Studies.

(1b). In Kindergarten the teacher forms a heterogeneous group for the first period of pull-out and a homogeneous group for the second pull-out period targeting beginner/intermediate students. The students are grouped according to their proficiency level. In grades 1-8 the teachers mainly push into the classrooms. Therefore the groups are heterogeneous according to the students' proficiency level. While during the first period of push-in into the grades 1-8 all students are targeted, the teacher focuses on the students at an intermediate or beginner's level during the second hit in order to provide the ELLs with their 180 minutes additional instruction. In grades 1, 3, 4 and 6 the pull-out groups are homogeneous according to their grade and proficiency level. Students of grade 7 and 8 are grouped ungraded but homogeneous according to their proficiency level. Special Education students are serviced in accordance with their IEP.

(2). The ESL teachers and the classroom teachers work together to decide whether a push-in or pull-out model is best for the students. ESL teachers create an individualized schedule to ensure that the students receive the amount of time they are entitled to for ESL services. They are provided with the appropriate amount of instructional time based on their proficiency level. The teacher and administration will look closely at the students' proficiency levels. Based on this information, they will plan the appropriate time allocation as per the Part 154 guidelines. (Beginners – 360 minutes/week, intermediates – 360 minutes/week, Advanced - 180 minutes/week). Additional support is offered during the extended day (37.5 minutes) and in an ESL – Afterschool program.

(2a). Teachers deliver explicit ESL by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reach out to different learning styles and modalities. Each ESL lesson entails reading, writing, listening and speaking component. Teachers plan their lessons based on the ESL and ELA standards, focusing on language and content objectives, as well as teaching through our School Enrichment Model.

Our School Enrichment Model is a program in which students participate in a topic of their choice and learn through real-life experiences, researching, listening to various speakers, learning on the Internet, field trips, etc.

All teachers use explicit ESL methodologies in their instruction, meeting the ESL standards. Teachers choose multi-cultural texts, fiction, nonfiction, newspapers and poetry to enhance the students' understanding of the language. Additionally, teachers supplement instruction with technologies in their classrooms and in the library, as well as native language dictionaries and native language leveled libraries in their

classrooms in order to aid and assist in language transference (L1-L2).

The ESL teachers are in constant communication with the classroom teachers and plan their instruction to meet ELA standards. During pushing in the teacher will help the student to use knowledge from oral, written and electronic resources and understand data. Furthermore the teachers support the students in reading, comprehending and interpreting texts using ESL strategies.

NLA instruction – N/A

(3.) Heterogeneous

Content area instruction is delivered in partnership and collaborative planning with the classroom teacher (1, 3,4,5) as well as content area instructors (6-8). Focus in front loading vocabulary, scaffolding and differentiating instruction is a main priority.

Homogeneous

Content area in grades (K-3) is aligned with the NYS ESL and ELA standards. Thematic instruction is used to enrich and expand on content Social Studies, Science, ELA, and Mathematics with focus on incorporation of language objectives.

For ungraded groups, focus is on remediation of basic skills in content areas while differentiating instructions for students.

In order to make the content comprehensible and to enrich the students' language development the teachers implement scaffolding strategies, pictures, realia and ESL methodologies throughout all the grades.

(4a). Currently our school has one SIFE students.

Our plan for this SIFE student began by assessing their needs, taking into consideration their biographical background and prior educational history. We delved into their test history, academic history and family history, to gain a holistic perspective on where the student is coming from.

Once we had a comprehensive diagnostic, we began to provide Academic Intervention Services (AIS) and English as a Second Language (ESL). We met as a school intervention team to determine an individualized plan to meet this students' needs. The student was placed in an age-appropriate class, so that their age-appropriate developmental and social needs could be addressed.

The parents, along with the support of the AIS team and ESL teachers provide support for the student. The AIS and ESL services is comprised of only small groups to support the student better. Additionally they will get one-on-one instruction for AIS as well as ESL to be able to cater to their individual needs.

We continue to track the student's progress and to monitor it every six weeks to ensure that the services are meeting their needs. Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum. The AIS team will use REWARDS and WILSON READING SYSTEM to support their decoding and phonics abilities. The ESL teachers continues to work with picture dictionaries to help building vocabulary and design lessons that help the students master everyday situations as well as situations in school.

(4b). If the child is a newcomer to a US school, the child is serviced in smaller pull-out groups (or in a one-to-one setting if necessary) with more individualized attention to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. We have specific materials that will support the students' academic needs, utilizing realia, jazz chants, songs, visuals, and picture dictionaries and photo libraries to enhance their vocabulary development.

The school will implement test prep sessions after school and pays additional attention to test prep strategies during the school day as well as during the 37.5 minutes extended school day period to help the newcomers to be successful at the ELA test after only one year in the public school system.

The school also offers an ESL afterschool program (Title III) for students to improve their English Language skills Speaking, Listening, Reading and Writing. Teachers offer test sophistication, help in content areas, reading and writing through test prep, Reader's theater, technologies, games, etc. For school year 2010-11, this school will implement "My Access" a web-based program which features an interactive environment and offers immediate, targeted feedback to students' writing that motivates them to edit, learn, and write.

(4c). Our plan for Ells receiving services for 4 to 6 years is to continue to enhance their listening, speaking, reading and especially writing skills. Our action plan is to increase the number of Ells who show progress in writing as measured by a school based writing rubric. To that end we have devised our own writing rubric to develop skills in writing conventions, grammar, mechanics, format and using details to enrich their ideas.

(4d). Many of our long-term ELLs also qualify for AIS. The ESL and AIS teacher will examine their test history and communicate with the

classroom teachers to identify specific needs of the child, which is often mastering reading and writing the academic language. A large proportion of our long-term ELLs are deficient in the reading and writing modality on the NYSESLAT and ELA. The teachers will be pushing-in into the upper grades to support content area and listening, speaking, reading and writing. Furthermore the teacher reinforces language skills the students need in the classroom while also focusing on their individual needs like vocabulary work and grammar. The ESL teacher also pushes into the upper grades with long-term ELLs to support them in Content Area instruction. While teachers support the specific content, they also integrate the reading strategies, comprehension practice and conventions of writing to help the students understand the text problems in Mathematics. In content area instruction the teacher supports and encourages the students to read, use, and utilize charts, maps, and graphs when reading a scientific text. Content specific vocabulary work and practice focuses on their language skills. They integrate the correct use of writing conventions based on the students' individual needs and levels in order to support them to complete their portfolios. Students supported with AIS utilize the REWARDS program where they practice reading, listening and speaking in small groups. In every subject the teachers encourage and motivate the student to expand their vocabulary by using pictures and realia as well as teaching them strategies to learn to understand a new word from the context or using dictionaries and thesaurae efficiently. All ESL students are offered to participate in an additional 37.5 minutes of ESL specific instruction time in the morning.

(4e). The Resource Room teacher, the ESL and the Special Education Teacher as well as the school based support team work together to review the child's IEP to identify the child's needs. We will include any modifications that the students need for instruction or assessment. The instruction will be aligned to the student's IEP.

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

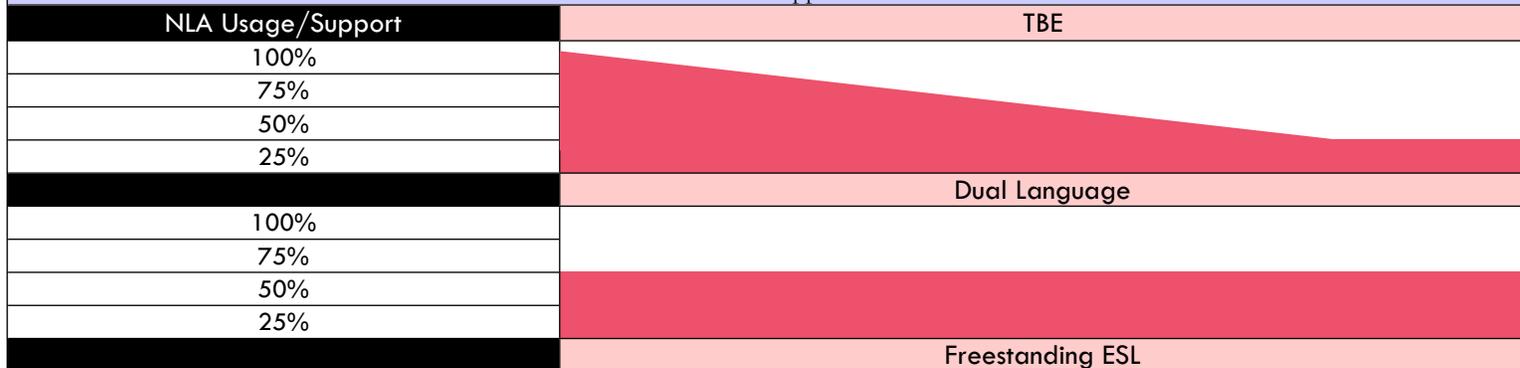
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

(5). Academic Intervention Providers service all at-risk children including ELL's who score a level 1, 2 or low level 3 on the NY State exams. Classroom teachers will use Tier I Intervention through differentiated instruction. Students who are referred for Tier II Intervention will have small group instruction or one-to-one in a push-in or pull-out model during 37.5 minutes and during the school day. The AIS providers consistently review data and student work to ascertain growth. In order to provide the best intervention for their students, their "tool kit" consists of professional development in:

- Understanding and using data to inform instruction
- Implementing a variety of strategies from diverse sources
- Using Bloom's Taxonomy to develop students' higher order critical thinking skills and learning to use higher order questioning techniques in their students
- Using rubrics measure student growth
- Being able to differentiate instruction so that learning is assessable to all students

Some of the following programs and systemic approaches are used in reading (Foundations, Wilson, Treasures, Great Leaps, Words Their Way, Rewards, Kaplan, Measuring Up, Shared Reading and Guided Reading). The following programs and systematic approaches are used in math (Everyday Mathematics Intervention Strategies, games, Skill Builders, Measuring Up Math Kits, and Impact Math intervention strategies).

As students are assessed weekly, monthly, and at the end of the 6 week cycle, they can either be taken out of AIS services or remanded for a second intensive cycle. This decision is based on an analysis of the data of individual student progress and classroom teacher input in

consultation with administration.

(6) Based on initial diagnostics, we can determine if students are eligible for Academic Intervention Service. Additionally, teachers plan lessons for both content and language. ESL teachers provide additional support when it seems to be needed while pushing into the classroom. When appropriate, teachers provide two extra years of service for proficient students who might still be struggling. Students that have tested proficient are also legally afforded two additional years of test modification usually considered "time and one-half".

(7). A continuation of services will be provided for ELLs for the upcoming school year. Continuation of compliance mandates will be adhered to, as well as continuation of Title III After School Program services. Focus will be in accordance with the goals set forth in the Comprehensive Education Plan (CEP) especially in the area of writing. Additional or supplementary material in the area of implementing technology with writing will be implemented using the "My Access" web-based writing instructional program.

(8). Due to budget cuts and fiscal restraints for school year 2010-2011, this schools Native Language Spanish Enrichment program was cancelled, however, mandated ESL services will continue for the required minutes, as well as the Title III After School Program which will provide additional support to ELLs in a small group learning environment. Our Spanish Native Language After School Enrichment Program (Title III) will also continue.

(9). All children in this school, including ELLs, have equal access to all school programs that are offered and the school populations (as a whole) are grouped heterogeneously. ELLs are afforded access to supplementary educational programs such as Academic Intervention Services (AIS) if it is determined that such services would benefit the student. ELLs have access to participate in the Title III After School program to enhance skills and focus on academic enhancement in a small group environment. ELLs are also invited to participate in the Inwood Community Services, an academically intensive NYC funded after school program which meets daily in this school. ELLs are also invited to participate in CHAMPS, a city funded physical education program. ELLs are invited to participate in the after school band program. All programs are offered in this building.

(10). For the lower grades (K-1) at the Beginning and Intermediate levels, the ESL teacher utilizes Santillana "Spotlight on English" to introduce and/or reinforce concepts and increase vocabulary. Phonics, basic skills and content is taught through "Spotlight on English". Picture vocabulary is taught through Spotlight Photo Cards for English-Language Learners, Metro ABC Hand puppets and inflatable letter realia. For this ESL program, the teacher utilizes pull-out model to service the students in the lower grades. With the Kindergarten (pull-out) and First Grade pull-out groups (which are based by Beginning and Intermediate/Advanced Proficiencies), Spotlight Photo Cards for English-Language Learners, and Metro ABC Hand puppets, Inflatable Letter realia are used to reinforce basic concepts and opposites, content literature, vocabulary development and phonics. As a school that incorporates the School-wide Enrichment Model, the lower grade ESL teacher utilizes a hands-on approach to thematic instruction for intermediate and advanced 3rd grade students creating projects while incorporating all modalities of NYS ELL Standards.

In grade 2 (self-contained), the teacher uses Macmillan McGraw Hill and thematic instruction for Social Studies and Science, thus reinforcing content area themes, as well as, enrichment with scaffolding techniques and frontloading vocabulary. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English. This school year (2010-2011) the "Treasures" reading and writing series has been extended to include this grade. This reading series has specific English Language Learner components and activities to facilitate language acquisition.

Grades 3-8 teachers implement the push-in model. In addition, the 5th grade teacher is bilingual certified as well as Common branch certified. This teacher incorporates ESL methodologies in lesson instruction as well as being supported with the ESL teacher using a push-in model.

In grade 3, 4, 5, and 6 classrooms the ESL teacher pushes-in and in conjunction with the classroom teacher implements MacMillan/McGraw Hill series Treasures' Reading & Language Arts program. This resource is a research based reading series offering a multitude of different genres in literature and language arts to engage learners. Explicit instruction and ample practice facilitate student growth in reading and language arts. Weekly lessons integrate grammar, writing, spelling, etc. for a total language approach in which ESL strategies, methodologies, scaffolding lessons and differentiation is afforded. Leveled readers specifically created for ELLs help integrate theme topics and are used during conference and guided reading group time.

The grades 7 and 8 ESL teacher pushes in for Mathematics and ELA (content area). For these grades, the ESL teacher confers with ELL students during independent practice time, to provide reading and comprehension strategies, while building on fluency in order to dissect text comprehension problems.

In grade 7 the text used is "Impact Math". The text used in grade 8 is "Junior Great Books". The ESL teacher implements reading strategies during push-in sessions to hone in on individual student needs. The ESL teacher also pulls-out seventh grade and eighth grade students in order to provide the additional support and service time in a small group learning environment. The teacher uses scaffolding techniques incorporating ESL methodology in order to make content more comprehensible.

(11). Realizing the importance of native language and because research suggests that ELL students with strong literacy skills in their first language make better progress in their second language as well, we have established a heritage language (Spanish) enrichment program in

our After School Title III program to further support literacy in their first language for grade 8 and helping students to prepare to take the NYS Spanish Regents Examination. Some materials we provide to support all ELL populations are: leveled libraries in English and Spanish; balanced literacy books, Spanish language phonics, vocabulary building as well as reading, writing, speaking and listening skill enhancement, class sets of English/Spanish dictionaries; listening centers. Students at PS/MS278 are afforded reference resources (dictionary) that are available in their native language. Students receive extra time during assessment.

(12). All required services support and resources correspond to ELL's ages and grade levels. Materials are age and grade level appropriate and support materials that correspond with the beginning, intermediate, and advanced levels of overall NYSESLAT proficiency rating.

(13). In order to assist newly enrolled ELL students before the beginning of the school year, students and parents are invited to attend a "Welcome and Orientation" session. During this session students and parents are given a tour of the school facilities. Tours are conducted by the bilingual (Spanish) Parent Coordinator, as well as the Title III bilingual (Spanish) teacher. Prospective parents and students are made aware of program offerings and services that the school provides. Parents are made aware of the parent support meetings which include monthly conversations on ELL centered topics that can assist parents and students throughout their school year. (Title III: Parent Support).

(14). Since this is a monolingual K-8 elementary school; all classes are in English. Prior to this school year, a supportive Spanish Language Heritage Program existed and was offered to grades 2-8. However, due to school budget cuts for 2010-11, this program was cancelled.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

(1). At PS/MS 278, we strongly believe that it takes the whole school community to educate all ELLs. Therefore, we find it imperative to not just educate ESL staff, but all administration, coaches, cluster and classroom teachers, as there is a large amount of ELL and LEP students in each classroom. We provide this training not only through Professional Development, but by including various members of staff on our Language Allocation Policy team: the Principal, Assistant Principal, ELL Coordinator, ESL teachers, Parent Coordinator, Parent Association President, Classroom and Subject teachers, Academic Intervention Service teacher, Data Specialist, Guidance Counselor, and Math Coach. We work collaboratively to support our ELLs by including a representative staff committee (principal's cabinet) that touches on all content areas and needs. Monthly grade level meetings to discuss the needs of ELLs are ongoing.

The ESL team has attended the BETAC (Manhattan/Staten Island and the Bronx). Acquired knowledge from BETAC (Bilingual Education Technical Assistance Center: a state funded center that offers resources and training on issues pertaining to ELLs) has been passed on to the other staff members at Professional Development. These sessions include planning for both language and content, BICS (Basic Interpersonal Conversational Skills) and CALPS (Cognitive Academic Language Proficiency Skills).

In addition, the Leadership LSO Knowledge Management Team Instruction Specialist, Network, and school Office of English Language Learners will provide staff development to educate the staff about the different components and guidelines for the ELL population. Some of the trainings will include: data analysis of pertinent exams (NYSESLAT, LAB-R); ELL identification; Mandates (Part 154); lesson planning and language objective implementation: differentiation and scaffolding methodologies, etc.

(2). ELL students are provided support through the push-in model from the ESL teacher and classroom/content area teacher. The middle school ESL teacher services the same population from year to year which provides teacher/ student familiarity and consistency from year to year.

The ESL teacher and Content Area teacher consult each other throughout the week on student learning needs as well as planning for the needs of ELLs during grade level conferences which occur weekly and monthly.

Staff and administration are encouraged to meet, plan, and discuss issues pertaining to the ELL student body. Conferences help alleviate expected transition difficulties that might arise on individual student basis. Students meet with the school Guidance Counselor to determine the best choice in high schools that could meet their needs. Staff are mandated to attend monthly Grade Level Conferences where population needs are discussed.

(3) The minimum 7.5 hours for teachers have been provided by the Leadership LSO Knowledge Management Team-English Language Learner Specialist in conjunction with the school ELL team and the school Network. The special needs and topics were agreed upon before hand. The topics of:

- Initial ELL Identification
- Lesson Planning with Language Objectives
- Differences between Academic Language vs. Social Language
- Differentiation of Instruction
- Addressing Language Modalities
- Scaffolding Techniques
- Landmark Cases: Lau vs. Nichols, Jose. P.
- Language Allocation Policy

are just a few topics that were presented. All teacher, staff, and administration are invited to keep abreast of new practices and trends in the area of English Language Learners. Almost all teachers in this school have already had the mandated 7.5 hours. The ELL Coordinator will ensure compliance and will provide additional hours to staff as needed.

Additionally, teachers are kept abreast of new courses provided by the Office of English Language Learners as well as the United Federation of Teachers, QTELL, etc.

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?

(1). PS/MS 278 recognizes the importance of parental involvement in the development of ELL students. Parents are always welcome to share their concerns and ask questions. An orientation is scheduled for all parents with children eligible for the ESL program who enter the school system for the first time, whose language is other than English and who fail to meet the cut-off score in the NYS LAB-R examination. Parents are introduced to the programs that the NYC Department of Education offers via informative video which highlights and explains each program in depth. The Parent Coordinator will conduct Parent Workshops based on the solicited topics of interest from parent surveys. Initially, these meetings will also cover issues such as: parent legal rights, promotional standards and criteria, Department of Education and school policy, the ESL program philosophies and regulations. The PS/MS 278 School Community has created and publicized various support structures and programs to ensure all parents are aware of education options available to their children. The school Parent Association has created a website where meetings and news are discussed. The school leadership, along with the Parent Coordinator and the Parent Teacher Association provide various meetings and workshops with featured community speakers and conducted in conjunction with community groups to disseminate information that is useful to parents. Some conferences conducted by Cornell University include: "Nutrition Workshops" and "Save Energy" workshops. This school is in partnership with "Learning Leaders" an organization that trains parents on how to become volunteers in their child's school. Learning Leaders cover strategies for working with children in reading, writing, and mathematics with a focus on cognitive child development and learning styles. Volunteers must complete all 3 trainings and submit 3 references to become certified Learning Leaders.

This school also works in conjunction with The NYC Fire Department which has also conducted CPR Workshops, and Fire Safety Workshops. In addition the school community keeps parents abreast of important news, events, students' progress and parent rights through parent/teacher conferences in November and March, "Back to School Night" conferences, parents' letters, flyers, newsletters and informative workshops. As a school community, we ensure that information is provided in the home language. Both the school staff and parent volunteers work as liaisons to assist in oral and written translation. Additional resources are sought through the NYC DOE Office for Family Engagement and Advocacy and the NYC DOE Translation and Interpretation Unit. The school partners with Washington Heights/Inwood Coalition which periodically conducts workshops on issues that pertain specifically to newly arrived, or recent immigrant families.

(2). PS/MS 278 partners with the Inwood Community Services, a New York City funded Social Services network. Besides an academically intensive Afterschool program for students, Inwood community services provides counseling and ESL instruction to parents.

This school is also offered workshops for ELL parents through Cornell University as well as the NYC Fire Department. The 92nd Street Y provides parents and students a one and a half hour, 8 session afterschool dance program that explores world wide dances and movement. This program focuses on fostering closer bonds between parent and child. This program is facilitated by a music and dance resident and supported by the licensed bilingual parent liaison. The classes are conducted in Spanish and English.

(3) Initially, parents are presented with the Program Selection & Survey Choice through the NYC Department of Education in accordance with State mandates as to which language program best suits the needs of their child's education. This community overwhelmingly selects English as a Second Language over other language program choices.

Parent surveys are also distributed by the PS/MS 278 Office of English Language Learners to solicit ideas and topics for workshops that would be of help to them (in regards to Title III). Parent survey forms are also distributed by the Parent/Teacher Association in the same regards. All survey forms are distributed in English and Spanish and workshops are carried out in both languages.

Each school year, parents are also afforded the on-line and paper survey for the school report card. Findings are distributed to the school staff and issues are addressed and evaluated at faculty meetings, and weekly Principal's Cabinet Meetings.

(4). The needs of the parents are addressed through multiple survey findings of their desires and needs. Other activities are mandated and inherently good practice to foster closer ties between home and school. Parental desires from survey findings dictate the types and frequencies of parental activities.

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)	3	3	0	0	1	0	1	1	0					9
Intermediate(I)	1	3	5	3	5	4	4	3	6					34
Advanced (A)	1	5	6	4	6	6	9	9	5					51
Total	5	11	11	7	12	10	14	13	11	0	0	0	0	94

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	3	1	0	8
5	4	7	0	0	11
6	7	2	1	0	10
7	7	8	0	0	15
8	5	6	0	0	11
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0		7		4		0		11
5	1		10		0		0		11
6	1		7		2		0		10
7	4		9		2		0		15
8	3		7		1		0		11
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		3		7		0		11
8	2		5		5		2		14
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	5		3		0		0		8
8	0		8		6		0		14
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)								
Chinese Reading Test								

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

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

carefully structured sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency and spelling. During storytime activities, critical thinking, speaking and listening skills are practiced, all skills that are crucial for academic success. For those students in the lowest 30th percentile, targeted small group intervention (Double-Dose) is available.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for the assessing of early literacy skills from kindergarten through sixth grade. In our school, DIBELS is only administered to students in Kindergarten through third grade. DIBELS are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS are comprised of seven measures that function as indicators of phonemic awareness, alphabet principles, accuracy and fluency with connected text, reading comprehension and vocabulary. They were designed for use in identifying children having difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of reading difficulties. DIBELS are individually administered measures of student skills in each of the key basic early literacy skills.

The Early Childhood Literacy Assessment System (ECLAS-2) is an assessment designed to help teachers determine the progress in literacy development in children from grades K-3. ECLAS-2 consists of two parts: the ECLAS-2 Kit for grades K-3 and the Early Performance Assessment in Language Arts (E-PAL) for grades 2 and 3. In our school, both ECLAS-2 and E-PAL are administered.

The Kit activities include individual administered and group administered activities designed to measure each child's progress in Phonemic Awareness, Phonics, Reading and Oral Expression, and Listening and Writing.

E-PAL is a performance assessment given over two days. It measures a student's ability to respond in writing to both a passage that is listened to and a passage which the student reads independently. Grade 2 students who have mastered Level 5 or higher of the Reading Accuracy and Comprehension activities of the Kit take E-PAL, grade 2. A good performance on the E-PAL -2 is a good indication of how the student will perform on the State exams in the third grade.

We also use Fountas & Pinnell to assess students' independent and guided reading levels. Fountas & Pinnell is a benchmark assessment system. It is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time.

(2). The data suggests that most students score in higher levels for Listening and Speaking while scoring slightly lower (at an lower Advanced or Intermediate level) in the Reading and Writing components. Most scored proficient in Listening and Speaking. Many scored Intermediate or Advanced in Reading and Writing.

First grade is mostly Advanced in Listening and Speaking. In Reading and Writing first grade scored at a Beginning or Intermediate level.

(3). Teachers will continue oral comprehension and speaking activities, but will place a heavier focus on reading comprehension strategies with a greater emphasis on vocabulary building. In regards to writing, teachers will prioritize grammar and mechanics, as well as organization in the writing process.

(4a) ELA:

When analyzing the results for patterns across proficiencies and grades, we have determined that our ELL population scores approximately the same in ELA and math which is a level 2. We have seen a significant increase in Level 1 performance in ELA. This could be due to the recent change in scoring scale cut-offs and also due to the fact that 32% of our ELL population is in special education.

49 % of the ELL students scored on Level 1, 48% scored Level2, and 4% scored Level 3 on the ELA. These findings suggest that more focus needs to be placed on the linguistic needs of ELL students in an ELA classroom. The findings also suggest that many ELLs still need further assistance, especially within the area of writing. To that end we have devised the implementation of our own writing rubric to develop skills in writing conventions, grammar, mechanics, format and using details to enrich their ideas. We have seen a 20% gain in Levels 3 and 4 as of testing in Spring 2009. We will continue to aspire to make more significant gains in grade level and above grade level proficiency.

Mathematics:

ELL students scored significantly better in Mathematics than ELA. Students overall scored Level 3 (77%), Level I2(16%), Level 4 (6%) and Level 1 (1%) in 2009 compared to 16% Level 3, 69% Level 2, and 9% Level 1 in 2010.

This suggests that most students fall in the approaching standard level range. However, we have seen a decrease in performance overall. This also could be due to the change in scale scoring from one year to the next. This suggests that more remediation of mathematical concepts needs to be adhered to for these struggling students with more focus on implementing content language into their daily routine.

Science:

ELL students that took the NYS Science Assessment in Grade 4 and 8 scored (48%) on grade Level 3 while (32%) scored approaching grade level, (8%) scored Level 4, while (12%) scored Level 1.

These finding suggests that this population overall is slowly approaching grade level proficiency in this content area. ELL students still struggle

with content area academic language and concepts. More focus and attention to this area needs to be paid, especially in regards to differentiation and scaffolding for ELLs in planning. Addressing language objectives within content areas will continue to be a priority for this coming year.

Social Studies:

ELL students that took the NYS Social Studies Assessment in grades 5 and 8 scored 50% at Level 2, while 28% scored on grade Level 3. However 23% scored Level 1. These findings suggest that this population overall is approaching grade level proficiency in this content area but as is the case in Science ELL students still struggle with content area academic language and concepts. Further cross curricula integration within the ELA block period should be implemented in order to address these deficits.

(4b) School leadership and teachers regularly assess advances achieved by the ELL population and take necessary steps towards continued planning and program modifications. Collaborative planning and assessing student achievement between ESL and classroom teachers continues on a regular schedule. Planning with adherence to NYS Standards for English Language Learners and English Language Arts with knowledge of student background, educational experience, and values is consistently adhered to and integrated into content area subjects as well as ELA instruction.

(4c) Looking at the data of the Interim Assessment, we notice that the students generally score high on the ELL Interim Assessments, however struggle with the NYSESLAT as a free Writing component is added. According to the itemized assessment results we received we noticed the following patterns across the board:

Listening: Generally, students score high on the Listening part of the test but Standard L 2.4.4.-7 – listening attentively when engaged in pair, group, or full size class discussion on personal, social and academic topics. Follow oral direction to participate in classroom and social activities. – caused problems for some students through all the grades.

Reading: Questions that students struggle with relate to the demonstration and understanding of U.S. cultural references and the recognition and sharing of cross-cultural experiences and ideas as well as the application of learning strategies to interpret a variety of materials.

Writing: As the writing component only consists of a multiple choice part (testing writing conventions), students generally do very well on the writing part. Across the grades they score slightly lower on the questions referring to the use of appropriate vocabulary, language and interaction styles for various audiences and situations.

All the teachers in our school are working towards the improvement of our students' language skills. The acquisition of vocabulary is addressed and practiced in all subjects and content areas and students are taught to present their work to different audiences (e.g. to peers, little children, and adults during our SEM celebration). Recognizing the fact that students often struggle to assimilate to a different/new culture, our school not only teaches U.S. culture, history and customs but also emphasizes cross-cultural awareness through celebrations and projects on different cultures and immigrant experiences.

As we provide a monolingual model with freestanding ESL instruction, native language is not utilized. However, Spanish dictionaries and reference books are available in Native Language and the students may use glossaries to aid and assist in language skill transference.

(5). not applicable

(6). PS/MS 278 evaluates the success of our programs for ELLs from the Action Plan of the Comprehensive Educational Plan. This Action Plan is used as a tool to support effective implementation and in evaluating progress towards meeting our goals. Our Action Plan provides key strategies and activities to be implemented for the school year to support accomplishment of our identified goals. Our Action Plan strategies and activities for our ELLs are tied to our annual goal which is specific, measurable, achievable, realistic and time-bound. Secondly, student achievement is measured in State standardized test results as well as individual performance on student report cards.

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.

Additional Information

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		