



P.S. 038 ROSEDALE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 038 ROSEDALE
ADDRESS: 135-21 241 STREET
TELEPHONE: 718-528-2276
FAX: 718-712-1598

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342900010038 **SCHOOL NAME:** P.S. 038 Rosedale

SCHOOL ADDRESS: 135-21 241 STREET, QUEENS, NY, 11422

SCHOOL TELEPHONE: 718-528-2276 **FAX:** 718-712-1598

SCHOOL CONTACT PERSON: CASSANDRA A. HUNDLEY **EMAIL ADDRESS** CHundle@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Delores Asse-Jules

PRINCIPAL: CASSANDRA A. HUNDLEY

UFT CHAPTER LEADER: Suna Golden

PARENTS' ASSOCIATION PRESIDENT: Delores Asse-Jules

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 **CHILDREN FIRST NETWORK (CFN):** CFN Network #110

NETWORK LEADER: CHARLENE SMITH

SUPERINTENDENT: LENON MURRAY

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
CASSANDRA A. HUNDLEY	Principal	Electronic Signature Approved.
Suna Golden	UFT Chapter Leader	Electronic Signature Approved.
Dina Wheeler	Admin/CSA	Electronic Signature Approved.
Natalie Christian	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Carmen Bean	UFT Member	Electronic Signature Approved.
Cassandra Costa-Joslin	UFT Member	Electronic Signature Approved.
Carleen Hodge-Morrison	Parent	Electronic Signature Approved.
Donna Grant-Neil	Parent	Electronic Signature Approved.
Felicia Cauthen	Parent	Electronic Signature Approved.
Delores Asse-Jules	PA/PTA President or Designated Co-President	Electronic Signature Approved.

* 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.

Public School 38Q, The Rosedale School, is located in the most southeastern section of Queens, NY. This kindergarten through fifth grade school serves a population of approximately 265 students from culturally diverse backgrounds. The school is set in a quiet residential neighborhood and serves the Rosedale and Laurelton communities.

Grades 2-5 have one talented and gifted class which is homogeneously grouped according to reading and math proficiency. All other classes are heterogeneously grouped. The entire student body is served by forty- two professional and support staff.

Since 2003, we have implemented the workshop models of Balanced Literacy and Balanced Math which will continue in the 2010-2011 school year. We follow the Teacher's College Reading and Writing workshop for grades 3, 4 and 5. In grades K, 1 and 2, we are piloting a new literacy program entitled Lead 21 published by McGraw Hill. Lead 21 is also a balanced literacy program. We will continue to use the Everyday Math curriculum for our Kindergarten through fifth graders.

Science education offers our students ways to understand and make predictions about, and adapt to an increasingly complex world. We have aligned our science instruction with state and city standards.

In order to develop higher order thinking skills and strong content knowledge, the Social Studies instruction will be inquiry based utilizing the integration of the arts, technology and research.

Technology is infused into all curricula areas through the use of laptop computers in the classroom, SMART boards in classrooms grades 3-5 and our science and computer labs. Students are provided with consistent opportunity to independently support their learning.

Our classroom teachers infuse Physical Education into their daily schedule. We participate annually in the "Jump Rope for Heart" program sponsored by the American Heart Association. Our second and third graders participate in the Swim to Safety program in collaboration with the New York City Parks Department.

PS 38 is well organized and provides a calm and safe teaching and learning environment for all. Trust and respect successfully infused in all relationships in the school has created a positive climate for the academic and personal development of students. We recognize that families and other community members are a vital part of all students' academic and social success. We encourage parental involvement, and parents feel welcome. Our Parent Coordinator continues to provide parent workshops and other outreach efforts. In addition, we also have a Community Liaison who serves as our connection to community based programs that can be infused into our school. Our strong sense of school community and high expectations create a positive home/school partnership. These authentic attributes of The Rosedale School enable it to be a learning environment that nurtures and develops the whole child.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 038 Rosedale								
District:	29	DBN #:	29Q038	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.1	94.4	TBD		
Kindergarten	40	25	29						
Grade 1	43	47	35	Student Stability - % of Enrollment:					
Grade 2	33	41	55	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	46	33	49		94	89.96	TBD		
Grade 4	69	43	40						
Grade 5	58	66	51	Poverty Rate - % of Enrollment:					
Grade 6	59	62	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		71.8	66.7	78.2		
Grade 8	0	0	0						
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		6	17	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	348	317	259	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	1	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	20	15	18	Principal Suspensions	8	27	TBD		
# in Collaborative Team Teaching (CTT) Classes	12	19	6	Superintendent Suspensions	3	2	TBD		
Number all others	17	21	13						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	1				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	11	10	7	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	3	Number of Teachers	31	30	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	4	TBD
				Number of Educational Paraprofessionals	1	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	100	TBD
				% more than 2 years teaching in this school	67.7	80	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	61.3	70	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	87	90	TBD
American Indian or Alaska Native	0.3	0.6	0.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.7	100	TBD
Black or African American	89.9	89.3	86.9				
Hispanic or Latino	5.2	6	5.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.6	2.2	2.3				
White	2	1.3	2.3				
Multi-racial							
Male	49.4	52.4	53.7				
Female	50.6	47.6	46.3				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
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	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	√
Overall Score	66.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	10.5	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	13.1	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	40.9	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	2.3	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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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 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?

Identification of Trends

The students of the Rosedale School, PS 38, have made consistent progress over the past 3 years. In English Language Arts for the academic school year 2007-2008, our students overall made a 5.3 percentage gain from the previous year. In the 2008-2009, the students made an overall percentage gain of .9. According to the school's 2008-2009 progress report , 48.1% of our black students in the lowest third citywide and 54.6% of our special education students made exemplary proficiency gains. In the 2009-2010 school year, 40.4% of our students reached proficiency levels of 3 and 4. According to the 2010 school's progress report, 40.9% of our black students in the lowest third citywide and 56.3% of our special education students made exemplary proficiency gains.

In Mathematics for the academic school year 2007-2008, 31.8% of our black students in the lowest third citywide and 27.3% of our special education students made exemplary proficiency gains. In the 2008-2009 school year 25.4% of our black students in the lowest third citywide and 27.7% of our special education students made exemplary proficiency gains. For the 2009-2010 academic school year 45.3% of our students reached proficiency levels of 3 and 4. 51.2% of our black students in the lowest third citywide and 56.3% of our special education students made exemplary proficiency gains.

According to the 2009-2010 progress report, our school has performed as well or better than similar schools in English Language Arts and Mathematics.

Detailed analysis of individual student responses on the 2009 NYS ELA conducted by our Inquiry Team revealed that our students across all testing grades need continued instruction in the areas of critical thinking in relation to reading comprehension. Higher level thinking will continue to be our instructional focus for the 2010-2011 school year.

Our Strengths and Accomplishments

A few of our strengths according to the 2009-2010 Quality Review, are our school's high expectations for all students and the maintenance of a safe and calm learning environment. Our ability to use assessment tools to gather and analyze student data as well as our teachers'

effective use of differentiated instruction in their classrooms enables us to meet the needs of individual students. According to the 2009-2010 Learning Environment Survey, 96% of parents and caregivers are satisfied with the level of instruction that the students receive. One hundred percent of all parents that responded to the survey felt that their children are safe at school.

Our recently renovated state of the art library, inclusive of a Smartboard and Destiny book tracking system, continues to give students access to high quality literature on various levels and areas of interest.

Aids and Challenges to School Improvement

Similar to many other schools across both New York City and New York State, due to extensive budget cuts, our school has been unable to successfully expand supplemental programs from the past which have proven to dramatically improve student achievement. One such program included Saturday Academy which provided remedial and enrichment support. Much like all other NYC schools, budget cuts have also impeded our ability to purchase and replenish materials.

We know that in order to continue to meet the diverse needs of all our students, we need to continue to refine our system for progress monitoring of individual, group and whole school student performance as well as goals to accelerate progress. We will continue to provide professional development for teachers that include teaching strategies for differentiating instruction according to readiness, learning style and interest along with implementing the Response to Intervention process. This will equip our teachers with tools to raise and sustain student achievement. Time for inquiry work on grade levels is built into the school day in order for teachers to develop questions about student performance and to plan instruction to address these questions.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> English Language Arts To increase the English Language Arts achievement and performance level of all students attending PS 38. In Spring 2011 students’ performance level in grades three, four, and five will increase by 3% from the previous year on the NYS English Language Arts assessments.	<input type="checkbox"/> <input type="checkbox"/> English Language Arts Increase in percentage of students performing at or above proficiency levels three and four on NY State ELA exam.
<input type="checkbox"/> MATH To increase the mathematics achievement and performance level of all students attending PS 38. In Spring 2011 students’ performance level in grades three, four, and five will increase by 3% from the previous year on the NYS mathematics assessments.	<input type="checkbox"/> MATH Increase the percentage of the number of students performing at or above proficiency levels three and four on the NY State Math exam
<input type="checkbox"/> Science To increase the Science achievement level of all students attending PS 38. In the Spring of 2011 students in <u>grade four</u> will show a 2% increase on the NYS Science assessment as compared to the previous year . All other grades will perform at grade level scoring at levels 3 or 4 on chapter and unit assessments conducted every 6-8 weeks by June 2011.	<input type="checkbox"/> Science Increase the percentage of students performing at or above proficiency levels three and four on the NY State Science exam
<input type="checkbox"/> Social Studies To increase the Social Studies achievement level of all students attending PS38. Students will show 1.5% improvement in Social Studies performance from the beginning of the year to the end of the year measured using pre, formative and post teacher assessments.	<input type="checkbox"/> Social Studies Increase the percentage of students performing at or above proficiency levels three and four in Social Studies.
<input type="checkbox"/>	<input type="checkbox"/>

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

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>English Language Arts To increase the English Language Arts achievement and performance level of all students attending PS 38. In Spring 2011 students' performance level in grades three, four, and five will increase by 3% from the previous year on the NYS English Language Arts assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Continued implementation of a 90 minute instructional literacy block utilizing the Balanced Literacy approach in grades K – 5 • Launching of the Lead 21 Literacy Program in grades K, 1, and 2 • Implementation of the Achieve 3000 online literacy program with Tier 2 students • Continue classroom libraries that will support students in their independent and instructional reading levels and units of study • Implementation of the pacing calendars units of study in reading and writing from September 2010 – June 2011 • Continued utilization of the Words Their Way word study program in grades 3 – 5 • Continued implementation of the Foundations word study program in grades K – 2 • Ongoing intensive professional development that incorporates the school based staff development team (Principal, Assistant Principal and Literacy Coach), Lead 21 Staff Developers and lead teachers on each grade • Continuation of weekly principal's meetings with classroom teachers to reflect on inquiry and Response to Intervention processes, as well as data analysis

	<ul style="list-style-type: none"> • Continue to conduct goal setting conferences with students every 4 – 6 weeks guided by analysis of quantitative and qualitative data results • Use data results of interim assessments to drive differentiated instruction • Provide additional support for students who are in the lowest third Schoolwide and citywide as determined by quantitative data on a daily basis in the classroom • Push-in/pull-out intensive instruction a minimum of 3 periods weekly by the ELA/Math EIS teacher for students in Tier 2 who are in the lowest third school and citywide, as well as SETSS for mandated students • Modify curriculum through task analysis, tiered assignments, and other differentiated instructional strategies for students with disabilities • Provide supplemental instruction for students with disabilities and who are at risk through the Wilson reading program and the Academic Workout programs
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> <ul style="list-style-type: none"> • Tax Levy • Professional Development for teaching staff (all general and special education classroom teachers, EIS/AIS teachers, SETSS teacher, cluster teachers)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <p>Progress towards our goal will be determined by the outcomes of the following:</p> <ul style="list-style-type: none"> • NYC Predictive Assessments • Interim Performance Series Diagnostic Assessments • Achieve 3000 web-based literacy program that assesses students' progress in specific reading skills and meeting of standards • Monthly standards-based assessments that measure listening and reading comprehension • Assessments of student writing utilizing rubrics that are specific to the unit of study • Running records conducted every 8 weeks with students to measure their progress

towards grade specific state standards for reading levels

**Subject Area
(where relevant) :**

Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> MATH To increase the mathematics achievement and performance level of all students attending PS 38. In Spring 2011 students’ performance level in grades three, four, and five will increase by 3% from the previous year on the NYS mathematics assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>AIS teachers through push-in or pull-out will provide a reinforcement or enrichment program during the day. Provide ongoing professional development to teaching staff to help teachers assist students in meeting state mathematic standards. Use the components of the comprehensive instructional approach for mathematics in all grades, specifically in the targeted population.</p> <ul style="list-style-type: none"> • Ongoing learning and practice/math journaling • Ongoing formative and summative assessments • Differentiated instruction based on whole class and small group learning goals derived from analysis of quantitative and qualitative data • Extra practice/enrichment/minute mate • Games/skills practice/test prep

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> Tax Levy Weekly professional development for teaching staff (all general and special education classroom teachers, AIS/EIS teachers/SETSS teacher, cluster teachers)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • Study Island online assessment • Voyager Math online assessment • Periodic predictive assessment • Performance series • Teacher assessment • End of unit assessment for Everyday math • Math steps • Math Coach (NYS exam review book)

Subject Area
 (where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> Science To increase the Science achievement level of all students attending PS 38. In the Spring of 2011 students in <u>grade</u> four will show a 2% increase on the NYS Science assessment as compared to the previous year . All other grades will perform at grade level scoring at levels 3 or 4 on chapter and unit assessments conducted every 6-8 weeks by June 2011.
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<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><input type="checkbox"/> Provide intensive professional development through network and central DOE in science to teaching staff to assist students in meeting state standards</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Tax Levy Weekly professional development for teaching staff (all general and special education classroom teachers, AIS/EIS teachers/SETSS teacher, cluster teachers)</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><input type="checkbox"/> Pre assessments, formative assessments, summative assessments and unit tests.</p>

Subject Area
(where relevant) :

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Social Studies To increase the Social Studies achievement level of all students attending PS38. Students will show 1.5% improvement in Social Studies performance from the beginning of the year to the end of the year measured using pre, formative and post teacher assessments.</p>
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<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>	<input type="checkbox"/> <ul style="list-style-type: none"> • To continue standards-based Social Studies instruction in grades K – 5 utilizing the NYC Scope and Sequence as well as Houghton Mifflin Social Studies series • To prepare students for the 5th grade NYS Social Studies assessment by strengthening their literacy skills and content area knowledge • Continuous use of pre-assessments, formative and summative assessments • Differentiated instruction based upon whole class and small group learning goals derived from analysis of quantitative and qualitative data • To provide Tier I EIS (Early Intervention Services) to students who are not meeting state standards
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> <p>Tax Levy Tax Levy money will provide funding for materials to support interdisciplinary curriculum Tax Levy money will provide funding for materials and supplies for professional development</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • pre-assessments, formative and summative assessments • Houghton Mifflin series unit tests • Study Island Online • Standards –based rubrics

Subject Area (where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<input type="checkbox"/>
<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>	<input type="checkbox"/>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<input type="checkbox"/>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<input type="checkbox"/>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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			N/A	N/A	1			
2			N/A	N/A				
3			N/A	N/A				
4	20							
5	10						2	
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> In grades K- 2, students receive Tier 1 small group instruction during the school day. We utilize Foundations to reinforce letter recognition, phonemic awareness and decoding skills. Students in grades 3-5 also receive Tier 1 as well as Tier 2 small group instruction during the school day. We use a variety of resources to meet the needs of our students, including the Academic Work Series, Study Island, and Achieve 3000 web based differentiated learning systems. We also utilize the Focus On Reading series by Curriculum Associates. Each of these programs begins with pre assessment of students to determine their readiness levels for instruction. Formative assessment is ongoing and student progress is tracked accordingly. The online literacy programs provide student access to instruction at home as well as within the school day. We also have a group of third grade students receiving instruction in the Wilson Reading Program.
Mathematics:	<input type="checkbox"/> In grades K-5, students receive small group Tier 1 instruction. We use the Everyday Mathematics Supplemental Differentiated Instruction materials to reinforce New York State mathematical strands and standards. Students in grades 1-5 also use Study Island and Voyager Math web based learning programs for one to one differentiated instruction in school and at home.
Science:	<input type="checkbox"/> N/A
Social Studies:	<input type="checkbox"/> N/A

At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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-5

Number of Students to be Served:

LEP 5

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) n/a

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

P.S. 38 is a school in a predominantly African-American neighborhood. Consequently there are few non-English speakers. There are a total of **five** ELL students in our English Only ESL program, of which **one** is a Spanish speaker, **two** are Haitian speakers, and the remaining **two** children are split between Krobo, and Tagalog. The guardians of these students have all but **two** chosen to place their children into ESL. Of these **five** students we have **one** child in **Kindergarten** scoring at the advanced level on the LABR, **one** child in **Second** grade scoring at the advanced level on the NYSESLAT, **two** children in **Third** grade with **one** scoring at the beginner level on the NYSESLAT, and **one** scoring at the advanced level on the LABR, and **one** child in the **Fourth** grade, scoring at the advanced level on the NYSESLAT. We implement small group instruction, and group children according to age and proficiency. Providing high quality instruction for our ELL's is critical to our program. We strive to create critical thinkers and strong problem solvers who can actively engage in standard based learning. In compliance with the learning standards, we implement content based instruction using the reading/writing workshop model to promote well rounded students with high levels of communicative competencies. The program encourages the use of academic discourse via scaffolding techniques to enforce successful learning of obligatory language. Basic Interpersonal Communication Skills are developed using modeling, accountable talk, and Balanced Literacy. Immersion techniques are used in conjunction with graphic organizers in order to help students develop inferencing skills which aid in language acquisition. A repertoire of strategies are used to include students with different learning styles and cultures. Overall explicit differentiated instruction is used to promote decoding skills, fluency, mastery and student engagement. Standard and alternative forms of assessment are used to monitor student progress and to guide instruction. Our Beginner and Intermediate students are serviced by a State Certified ESL Instructor for a minimum of 360 minutes per week, and our Advance students receive ESL by the same instructor for a minimum of 180 minutes a week.

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.

Staff Development activities are organized to familiarize staff with the struggles of English Language Learners. Staff members are introduced to topics such as, The Importance of Cultural Assimilation, Tolerance and Understanding of Different Cultures and Customs, The Necessity of Academic Language, The Purpose of Functional Language, Aligning Academic Writing with ESL Standards, Identifying Mathematic Academic Language for Saliency and Differentiating Instruction for ELL's.

Section III. Title III Budget

School: **P.S.38**

BEDS Code: **342900010038**

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	\$49,367	Teacher Salary (.6)
Purchased services - High quality staff and curriculum development contracts	0 Non-Granted	n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0 Non-Granted	N/A
Educational Software (Object Code 199)	0 Non-Granted	N/A
Travel	0 Non-Granted	N/A
Other	0 Non-Granted	N/A
TOTAL	0	

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.

Upon meeting with parents we have concluded that the ELL families would greatly benefit from both written and oral translations. Consequently we have employed both in-house and parent volunteer translators. Our parent coordinator ensures that all services are rendered in a timely fashion.

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.

We have discovered that only a few families need translated services. However, our school community has decided to fully continue our translation services program, since it encourages all families to participate in school activities.

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.

In order to bridge the involvement gap between ESL families and school activities we offer foreign families with translated document in their native languages. These documents explain our special events. Parent/Teacher Meetings, PTA Meetings, Character Night,

Literacy Workshops, Math Workshops, Social Studies Workshops, Art programs, and many other program notification letters are translated in hopes of expanding parental understanding and participation of school events. In order to ensure that such documents are available in a timely fashion our parent coordinator contacts both volunteer parents and in house translators, and prepares necessary documents prior to all event due dates.

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.

Upon meeting with the guardians of the ELL students and past requests we have concluded that it would be highly beneficial to have oral translation services in Spanish, French, Haitian/Creole, Tobago, and Krobo. These services are most beneficial for students of non-literate families and families that can only speak and read in their native language. Such services will be available during the admission process, Parent Orientation, Parent Conferences (both in person and via telephone), PTA Meetings, Character Night, Literacy Workshops, Math Workshops, Social Studies Workshops, and on a needs basis. These services are provided by in house staff as well as parent volunteers and are designed to promote parent involvement and better communication between our school and the families of our ELL'S.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In compliance with the Chancellor Regulation A-663 all students who speak another language at home are identified within the first thirty days of their enrollment. If the family needs written or oral translations they are provided immediately in order to "provide such families with a meaningful opportunity to participate in and have access to programs and services critical to their child's education". The families of our ELL's receive the same equal and fair treatment as the families of our non-ELL's. We recognize the importance of parental involvement, and the right of parents to be involved in their child's education. Consequently we continuously ensure open lines of communication with all families. All English documents will

be translated and made available to families in need. Additionally families that require oral translations will receive them as needed.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$166,662	\$7,206	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1666.62		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,333.10	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$16,666.20	*	

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 2009-2010 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.

n/a

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

P.S. 38Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;

 - that parents are encouraged to be actively involved in their child’s education at school;

 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 38Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Invite parent participation through the dissemination of invitational letters to school parent body.
 - Explain the parameters of the school parent involvement plan at PA meetings and Parent-Teacher conferences.
 - Form committees involving both parents and staff to jointly develop effective policies.
 - Provide staff and parents access to relevant data concerning the school policies, practices and performance.

2. P.S. 38Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Disseminate all relevant data through the SLT.
 - Coordinate meaningful discussions of needs assessment and data
 - Facilitate parental discussion of school practices and priorities
 - Collate all relevant parental feedback and suggestions for consideration by school personnel
3. P.S. 38Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Parent Coordinator will be available as a consultant to parents in their meetings and discussions with school staff
 - School will make available for parents an adequate meeting area, resource materials, and needed equipment including use of computers, internet access, Telephone, Fax , Email, etc.
4. P.S. 38Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
 - In the spring of each school year a parental survey will be distributed to the entire parent body including translations where necessary in preferred languages
 - Parent Coordinator will be responsible for the distribution and collection of the survey
 - Parental workshops will be conducted to explain the ramifications of the survey
 - Parental input will be facilitated through the availability of freestanding comment/suggestion boxes, spontaneous parental letters, and questions raised in regularly scheduled parent meetings and conferences
 - Results of survey will be brought before the parent body for additional clarification and analysis
 - School will prepare a report on the evaluation and distribute it to all relevant constituencies
5. P. S. 38Q will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - Raise level of awareness of grade level expectations through the dissemination of information and literature at regularly scheduled parent workshops
 - Conduct parent conferences that will empower parents as partners in the home-school-community continuum
 - Keep parents informed of their right to be involved in the decision making process of educational policies and practices
 - Maintain availability of library reference materials, computer software, and database access to enable parents to share information in a timely manner with their peers
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- School sponsorship of relevant workshops conducted by experts in various fields
 - Provision of basic literacy training that will enable parents to more effectively assist their children with homework and assignments
 - Basic training in effective utilization of technology for development of their children's literacy and math skills
 - Hold special workshops in conjunction with CBO's in areas of interest to parents cultural development
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Professional development will be conducted for school staff on effective ways of collaborating with parents
 - School will take customer service orientation that facilitates improved communication between staff and parents while addressing parental concerns
 - School will conduct a series of workshops to maximize the benefits to be derived from Parent-Teacher Conferences
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Letters and written communication will be distributed in the preferred language of the parent
 - Parent Coordinator will be available to explain the ramifications of any written school communication
 - Notices and newsletters from the school will be written briefly and accurately without educational jargon of any kind.

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

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

School-Parent Compact :

P.S. 38Q 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 is in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 38Q will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

Overview of Instructional Programs and Special Initiatives

Current strategies used for improving instruction in English Language Arts include the implementation of a balanced literacy approach for reading and writing. This approach consists of: read aloud/write aloud, shared reading/shared writing, guided reading/guided writing, independent reading/independent writing, and collaborative reading/collaborative writing. This approach will be continued in the 2010-2011 school year with the addition of certain important elements. We will continue to follow and implement the Teacher's College workshop model. Our literacy block will include Reader's and Writer's Workshop, literature circles, and teacher/student reading and writing conferences. We have abandoned basal reader textbooks in favor of leveled classroom libraries and authentic literature. Our full-time Literacy Coach was effective in supporting our teachers and will continue to enhance our teacher's literacy instruction.

Currently grades K-5 are using the Everyday Mathematics series as the primary vehicle for mathematics instruction. For the 2010-2011 school year, grades K-5 will continue to utilize the Everyday Math curriculum as the primary means of instruction supported by classroom mathematics libraries. This is a part of the uniform citywide program for balanced mathematics and has been implemented during the math block. We will use Math Voyager as a supplemental tool to continuously gather data that will aid in differentiating instruction. Grades K-3 will implement Planet Turtle, a web based program that is correlated to Everyday Mathematics.

Science education at P.S. 38 offers our students' ways to understand, make predictions about, and adapt to an increasingly complex world. We have aligned our science instruction with state and city standards. We particularly encourage participation in hands-on scientific activities.

P.S. 38 will continue to follow the NYS Core Curriculum for Social Studies. The main texts and authentic documents come from the Scott Foresman and Houghton Mifflin textbook series. In order to develop higher order thinking skills, social studies instruction will focus on authentic research. Students will use the library and internet resources to complete projects.

Technology is infused into all curricula areas through the use of in-classroom computers and one computer lab. Students will be provided with consistent opportunities to independently support their learning.

Art is infused into the curriculum through a fulltime Art cluster teacher who provides the children with content knowledge and hands on practice that are aligned with the blue print for the Arts standards. Our Art program has garnered recognition and awards from the PS Art through the NYC Scholastic Programs.

A Youth Project Coordinator provides students with support and intervention in the areas of conflict resolution, problem solving, and communication skills.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Parent Conferences are held in November and March each school year.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: The school will provide Report Cards in November, March and June with supporting documentation.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff will be available with consultation with parents by appointments, during their prep period daily, during regularly scheduled Parent /Teacher conferences, during parent meetings and school activities.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may volunteer daily in an organized program such as Learning Leaders or by appointment and specific arrangements with school personnel

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 math, language arts and reading, science and social studies.

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.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance and punctuality.

- Making sure that homework is completed and signed each evening.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- 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.
- 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 District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Coming to school every day in school uniform.

Optional Additional Provisions

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- 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.
- Students come to school prepared to work daily.

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.

This component is contained Section III Part A and B, and Section IV

2. Schoolwide reform strategies that:

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

This component is contained in Section III Part A and B, Section IV, Section V, Section VI

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.
 - This component is contained in Section III Part A and B, Section IV, Section V, Section VI
- o Help provide an enriched and accelerated curriculum.
 - This component is contained in Section III Part A and B, Section IV, Section V, Section VI
- o Meet the educational needs of historically underserved populations.
 - This component is contained in Section III Part A and B, Section IV, Section V, Section VI
- 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.
 - This component is contained in Section III Part A and B, Section IV, Section V, Section VI
- o Are consistent with and are designed to implement State and local improvement, if any.
 - This component is contained in Section III Part A and B, Section IV, Section V, Section VI

3. Instruction by highly qualified staff.

- This component is contained in Section III Part A and B, Section IV, Section V, Section VI

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.

- This component is contained in Section III Part A and B, Section IV, Section V, Section VI

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

N/A

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

- This component is contained in Appendix IV - Part B

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.

N/A

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 will be included on the Inquiry Team which will carefully analyze multiple types of assessment data with a view to utilize this data to drive instruction. Professional development sessions and grade meetings will be devoted to the use and disaggregation of student data in all classrooms.

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.

This component is contained in Section III Part A and B, Section IV, Section V, Section VI .

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.

Parents and students are provided with workshops including a dramatic presentation on Gang Awareness and Prevention. An Eight Week Nutrition and Fitness workshop series for parents as presented by Cornell University Medical Center as well as workshops in basic computer skills are provided throughout the school year

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 specifically 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 school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	State	Yes			\$139,996.08	True	
Title I, Part A	Federal	Yes			\$7,133.94	True	

(ARRA)							
Title II	Federal	Yes			\$103,328	True	
C4E	State	Yes			\$41,568.00	True	

¹**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.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

n/a

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

n/a

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;

n/a

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

n/a

c. Minimize removing children from the regular classroom during regular school hours;

n/a

4. Coordinate with and support the regular educational program;

n/a

5. Provide instruction by highly qualified teachers;

n/a

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

n/a

7. Provide strategies to increase parental involvement; and

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
0
2. Please describe the services you are planning to provide to the STH population. N/A

Part B:

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).
n/a
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
n/a

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.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 038 Rosedale					
District:	29	DBN:	29Q038	School		342900010038

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.1	94.4	94.4
Kindergarten	25	29	25				
Grade 1	47	35	37				
Grade 2	41	55	34				
Grade 3	33	49	58				
Grade 4	43	40	59				
Grade 5	66	51	45				
Grade 6	62	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	317	259	258				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.0	90.0	88.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	71.8	78.2	84.6

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	6	17	12

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	15	18	31	Principal Suspensions	8	27	6
# in Collaborative Team Teaching (CTT) Classes	19	6	5	Superintendent Suspensions	3	2	4
Number all others	21	13	13				

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	1	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	10	7	TBD	Number of Teachers	31	30	24
# ELLs with IEPs	0	3	TBD	Number of Administrators and Other Professionals	5	4	3

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	3	5

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	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	67.7	80.0	91.7
				% more than 5 years teaching anywhere	61.3	70.0	95.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	87.0	90.0	100.0
American Indian or Alaska Native	0.6	0.8	0.4		96.7	100.0	100.0
Black or African American	89.3	86.9	88.4				
Hispanic or Latino	6.0	5.4	7.4				
Asian or Native Hawaiian/Other Pacific	2.2	2.3	1.6				
White	1.3	2.3	2.3				
Male	52.4	53.7	54.7				
Female	47.6	46.3	45.3				

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:

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					P
Overall Score:	52.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	12.2	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	34.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 110	District 29	School Number 038	School Name The Rosedale School
Principal Cassandra A. Hundley		Assistant Principal Dina Wheeler	
Coach Brenda Marshal		Coach Dina Wheeler	
Teacher/Subject Area Nick Nwaogu SE		Guidance Counselor Steven Baron	
Teacher/Subject Area Sanaz Sadjadi ESL		Parent Mr. Morales	
Teacher/Subject Area Helen Frenkel SETSS		Parent Coordinator Yvonne Goodman	
Related Service Provider		Other	
Network Leader Dr. Smith		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	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	267	Total Number of ELLs	6	ELLs as Share of Total Student Population (%)	2.25%
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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.
- 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.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

In accordance with State regulations our students are identified for ESL via LAB R testing according to their Home Language Survey (HLIS) within their first 10 school days in conjunction with an oral interview, by the certified ESL teacher. She is responsible for all initial screenings, and administrating the HLIS and LAB R when appropriate. Parents of eligible students are then immediately invited to a Program Choice orientation (via entitlement letters and phone calls) where they are familiarized with their program options (Transitional, Bilingual, Dual Language, and Free Standing ESL). Suitably students are then placed into appropriate Bilingual Education programs according to their LAB R score and parental choice. Additionally, such students receive entitlement letters and Parental Survey and Program Selection forms (copies are kept on site) and follow up phone calls are made to ensure form returns. Afterwards, such students are placed in appropriate programs, and are assessed annually using the NYSESLAT. Throughout the past three years, all but one of our Bilingual students' parents/guardians have decided to place their children into ESL. At this time there is no need for a Bilingual program in our school, we are aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

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

<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	5			1			0			6
Total	5	0	0	1	0	0	0	0	0	6

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
Other									0	0
TOTAL	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				1	2									3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian		1		1										2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	0	1	0	2	3	0	0	0	0	0	0	0	0	6

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.

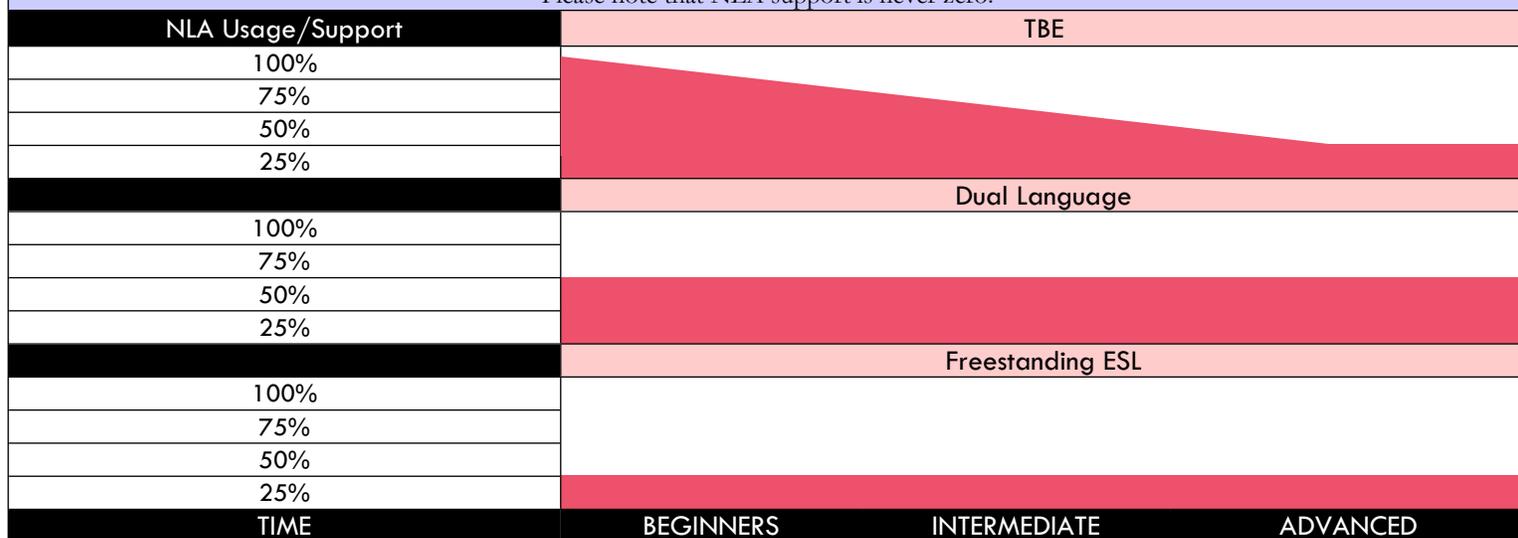
There are few non-English speakers and consequently we have only one freestanding pull out ESL Program with one fully State Certified part time ESL Teacher, where English is the sole language of instruction. We implement small pull out group instruction, and group children according to age and proficiency for instructional and achievement purposes. As per CR Part 154 our Beginner and Intermediate students receive a minimum of 360 minutes of instruction a week and our Advanced Students receive a minimum of 180 minutes of instruction a week, all by our one and only fully state certified instructor. Students are assessed in all core subjects and offered supplemental assistance with the subject they need improvement with. We have beginner, and advanced students. About eighty five percent of the students have been in the program for three or less years. The remaining fifteen percent have been in the program for above four and less than six years. We have no SIFE or Long Term students. Although the sole language of instruction is English we recognize the importance of native language skills and reinforce them via a student buddy system. Lessons are individually designed for each student, according to their proficiency and are reinforced with immediate follow up activities in order to ensure mastery. Technology, Science, Social Studies, ELA, Mathematics, and the Arts are all part of our schools core curriculum. All core subjects are fully incorporated into the ESL program on an individualized, diversified, differentiated needs basis. Providing high quality instruction for our ELL's is critical to our program. ECLAS-2 and DRA assessments reveal that one of our ELL students is approaching grade level, one ELL student is above grade level. The ELL student approaching grade level is in first grade self contained special education and a new-comer. Thus we concentrate on literacy skills with her.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

We target children who display signs of need and incorporate intervention programs and content area instruction which are specific to their needs. Furthermore, we offer transitional support for students who have tested out of ESL, on a needs basis. Such students also receive instruction and support from our ESL Teacher. Although the sole language of instruction is English we recognize the importance of native language skills and reinforce them via a student buddy system. Lessons are individually designed for each student, according to their proficiency and are reinforced with immediate follow up activities in order to ensure mastery. Technology inclusive of ROSETTA Stone, and phonics based programs are used in conjunction with Words Their Way and other ESL materials. ELL's participate in all content area programs in their individual classroom environment. Through pull-out, AIS students receive additional individualized assistance in areas of need. ELL's are welcome and do participate in Club Hour, and Intramural activities.

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)?

N/A

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.

Professional development activities are planned to familiarize teachers with the ESL program, challenges, and needs of ELL students. As per Jose P., a minimum of 7.5 hours of staff Development activities are organized to familiarize staff with the struggles of English Language Learners. Staff members are introduced to topics such as, The Importance of Cultural Assimilation, Tolerance and Understanding of Different Cultures and Customs, The Necessity of Academic Language, The Purpose of Functional Language, Aligning Academic Writing with ESL Standards, Identifying Mathematic Academic Language for Saliency, and Differentiating Instruction for ELL's.

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?

In the beginning of the school year (September) parents/guardians are invited to an orientation workshop, where they are introduced to bilingual, transitional, dual language and ESL programs. Over the past three years the overwhelming majority of our parents/guardians have consistently chosen to place their children into ESL. Throughout the school year parents/guardians are continuously invited to both school/community and district based workshops. These workshops are designed to familiarize parents/guardians with state standards and school expectations. Parents/guardians are educated on the importance of their daily involvement in their students' education. They are encouraged to read to their children in any and all languages, and to actively monitor their daily progress. Parents are provided with a rubric so that they can follow up, and follow along with activities and lessons that are taught in school. Via continuous Parental Coordinator outreach, we identify parental needs and align appropriate parental involvement activities as to address such individualized needs. Parents are encouraged to participate in all school/community activities (glee club, ballroom dance, Saturday academy, soccer program, school play, awards assembly, educational workshops, and family game night)

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1			1									2
Intermediate(I)														0
Advanced (A)				2	2									4
Total	0	1	0	2	3	0	0	0	0	0	0	0	0	6

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1						1		2
4									0
5									0
6									0

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

Providing high quality instruction for our ELL's is critical to our program. ECLAS-2 and DRA assessments reveal that one of our ELL students is approaching grade level, one ELL student is above grade level. The ELL student approaching grade level is in first grade self contained special education and a new-comer. Thus we concentrate on literacy skills with her. In consideration of the NYSESLAT scores, instruction will be geared mostly towards reading and writing skills, as most students display difficulty with these areas. The program will also continue to implement listening and speaking skills. Few of our students have limited literacy in their native language; therefore we focus on decoding and literacy skills in order to expand their English literacy. Academic language is infused into every lesson as to familiarize the students with

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.

respect to standardized testing in the field of English our one advanced student was exempt in lieu of NYSESLAT, and our beginner student scored a one. Accordingly, we target children who display signs of need and incorporate intervention programs and content area instruction

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		