



**P.S./M.S. 84Q
THE STEINWAY SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION 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
Mr. John A. Buffa	*Principal or Designee	
Ms. Anna Tsikitas	*UFT Chapter Chairperson or Designee	
Ms. Jennifer Casas	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Haseeb Rahman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Nancy Hilario	Member/Parent	
Ms. Cami Meyer	Member/Staff	
Ms. Dafne Panayiotou	Member/Parent	
Ms. Suzanne Saltzman	Member/Staff	
Ms. Denise Supon	Member/Parent	
Ms. Eva Tsisinos	Member/Staff	
TBD	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

SCHOOL VISION AND MISSION:

Vision:

The administrators, staff, and parents of P.S./M.S. 84Q believe our vision is to enable students to reach their highest potential. Our school family is committed to working collaboratively to become the best provider of public education. This vision will enable us to provide our children a safe and creative learning environment that stimulates their educational and social growth, as well as encourage students to reach their highest performance level, becoming functioning and productive citizens in the 21st century.

P.S./M.S. 84Q Mission Statement:

The mission of P.S. M.S. 84Q is to provide students with a high level of education, which emphasizes the Core Curriculum, critical thinking, and collaborative teamwork. Our staff, parents, and community will ensure a safe, nurturing, and creative environment that enables our children to reach their highest potential. We will successfully prepare our students to meet the challenges of the 21st century.

Part A- NARRATIVE DESCRIPTION:

P.S./M.S. 84 Queens, the Magnet School of Global Arts and Learning, is located in the heart of Astoria, near Steinway Street, and is also known as the Steinway School. We are celebrating the school's 106th anniversary in our beaux-arts style building. With a small population of 415 students, we maintain an intimate, family-like environment in our Pre K-5 to Pre K-8 school.

P.S./M.S. 84Q serves an ethnically diverse population with 38.6% of our total population coming from Spanish-speaking backgrounds, 3.8% from Egypt, and 3.3% from Bangladesh and Pakistan. Our student population is comprised of 41.0% Caucasian, 2.4% African-American, 16.6% English language learners, and 15.6% special education students. We are met our Annual Yearly Progress (AYP) for all student groups in all areas except students with disabilities in English Language Arts, and are designated a School in Good Standing.

P.S./M.S. 84Q believes that arts education is extremely important to the development and education of our students. To further this goal, we have a full-time Music Teacher, a partnership with Carnegie Hall, Weill Music Institute, for Grades 1-6, as well as a partnership with the NY Choral Society, which provides free tickets to concerts for students and one parent. Our Music instruction consists of choral singing; keyboard instruction for students Grades K-2 through the Music and the Brain Program; instruction for playing the recorder for students in Grades 3-5; and participation in our chorus for students Grades 3-4, and band for students in Grades 4, 5, 6, and 8. To support our arts education program, we have a full-time Art Teacher, as well as an art studio. In order to celebrate our students' artistic talent, we have an Art Show which displays students' art projects created throughout the year. Creative movement and dance is integrated into the Physical Education Program by our full-time Physical Education teacher.

Technology is infused into all curricular areas through the technology lab, in-class computers, *Smartboards*, and wireless laptops, which support Internet research and promote differentiated learning. A Title IID grant provides professional development training, as well as support for teachers and students in second, third, and fifth grades to create projects which integrate literacy, science, social studies, math, and art, through technology. To further support differentiated instruction and educational enrichment, we will continue to implement the technology-based *Renzulli Learning Program*, and participate in *Voyager's Math Mania*.

Students are involved in special programs throughout the year: First grade students take part in an in-house after-school program which teaches them violin as well as provides them with instruments. A sixth grade class participates in a Robotics Program, in which they create and produce robotic machines, made with Lego parts, as well as *Newsday in Education*, e-edition, which integrates technology and core curriculum areas. To encourage students to develop empathy and concern for others, we contribute to the Penny Harvest program, which makes donations to less fortunate community members. New York City Cares teamed up with the administration, teachers, parents, and students to beautify our school by painting hallways, stairwells, and classrooms. Our Eighth Grade Yearbook was created and produced entirely on line, as another example of how technology is integrated into our curriculum.

Our Parent Coordinator, in collaboration with the Administration, created a Student/Parent Agenda Handbook, which contains essential information. She provides outreach services through various parent workshops on nutrition, testing information and test prep, high school application process, cyber safety, and the school banking program in partnership with Ridgewood Savings Bank. She hosts training sessions for our volunteer Learning Leaders, and keeps parents informed by email contact as well as helping to publish a Parent Newsletter and calendar. In our continuing efforts to stress a school-wide focus on strengthening home-school relationships and increasing parent and community involvement, we provide parents with access to the ARIS Parent Link portal, which allows them to view their children's progress.

P.S./M.S. 84Q's Comprehensive Educational Plan for 2010-2011 reflects a concerted effort and specific plans to address the needs of all students, providing quality education for all students, with an emphasis on focused interventions for the special education and ELL students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S./M.S. 084Q Steinway				
District:	30	DBN #:	30Q084	School BEDS Code:	343000010084

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	36		94.5	94.7	TBD		
Kindergarten	54	48	41						
Grade 1	42	57	44	Student Stability: % of Enrollment					
Grade 2	66	42	50	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	51	68	48		92.9	93.4	TBD		
Grade 4	55	52	68						
Grade 5	42	54	52	Poverty Rate: % of Enrollment					
Grade 6	31	31	25	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	20	29		71.1	71.1	85.3		
Grade 8	0	0	21						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	1	TBD		
Grade 12	0	0	0						
Ungraded	4	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	381	408	415		7	6	10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	12	13	12						
No. in Collaborative Team Teaching (CTT) Classes	30	37	35	Principal Suspensions	0	0	TBD		
Number all others	18	19	18	Superintendent Suspensions	0	0	TBD		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	81	80	69	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	6	6	19	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	35	35	34
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	8	8
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	1	5
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	97.1	100.0	100.0
American Indian or Alaska Native	0.3	0.5	0.5	Percent more than two years teaching in this school	68.6	71.4	85.2
Black or African American	2.1	2.2	2.4	Percent more than five years teaching anywhere	74.3	68.6	73.5
Hispanic or Latino	38.3	40.9	38.6	Percent Masters Degree or higher	94.0	94.0	97.0
Asian or Native Hawaiian/Other Pacific Isl.	16.0	16.2	16.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.4	100.0	100.0
White	43.3	40.0	41.0				
Multi-racial							
Male	49.6	49.8	50.1				
Female	50.4	50.2	49.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2010-2011 Based on 2009-10 Performance):

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level		DNA	
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√	-				
Multiracial	-	-					
Other Groups							
Students with Disabilities	X	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	92.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WELL DEVELOPED
School Environment (Comprises 15% of the Overall Score)	9.8	Quality Statement 2: Plan and Set Goals	PROFICIENT
School Performance (Comprises 25% of the Overall Score)	19.5	Quality Statement 3: Align Instructional Strategy to Goals	WELL DEVELOPED
Student Progress (Comprises 60% of the Overall Score)	56.5	Quality Statement 4: Align Capacity Building to Goals	WELL DEVELOPED
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	PROFICIENT
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Analysis of ELA Performance Grades K-2

A summary of Reading 3D results in Kindergarten indicate the need for improvement in phonemic segmenting fluency, nonsense word fluency, and text reading and comprehension. A summary of Reading 3D results in Grade 1 indicate the need for improvement in nonsense word fluency, oral retell fluency, and text reading and comprehension. A summary of Reading 3D results in Grade 2 indicate the need for improvement in oral retell fluency, and text reading and comprehension.

Implications for the Instructional Program:

Based on our analysis of the data, and all relevant findings, the following are implications for our Early Childhood, Grades K-2 program:

- Continuation of instructional strategies, aligned with State and City standards, to improve student achievement in the English Language Arts, provided by the continued implementation of a balanced, scientifically-based literacy program during the Reading and Writing Workshops.
- Phonics instruction will be given during a 30-minute period in grades K-3.
- Teachers will continue to provide direct instruction and support through the Workshop model, which provides whole class, small-group, and individualized instruction.
- Teachers will continue to reinforce literacy strategies during content area instruction.
- Computers and *Smartboards* will continue to be integrated into the curriculum within classrooms and the technology lab to support student achievement.
- Continued provision of intensive Academic Intervention Services by the AIS Teacher and Early Childhood Reduction Teacher to all students who are not meeting State standards.
- Classroom libraries will continue to be organized by genres, with at least thirty percent of each classroom library leveled.
- Opportunities will continue to be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers will use data from *Reading 3D*, *Renzulli Learning Program*, *ARIS*, *Acuity*, and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.

Three Year Analysis of ELA Performance Grades 3-8

We met our AYP in all areas except for Special Education students in ELA.

Special Education Students:

Over a three year period, from 2008-2010, the percentage of Special Education students scoring at Level 1 increased from 28.0% to 39.5%, while the percentage of Special Education students scoring at Level 2 increased from 40.0% to 46.5%, and the Special Education students scoring at or above Level 3 decreased from 32.0% to 13.0%.

Implications for the Instructional Program:

- English Language Arts academic intervention services will be provided in Grades K-2, by the classroom teacher and the Early Childhood Reduction Teacher, through small group differentiated instruction, using the following scientifically-based strategies: explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, as well as the Voyager Passport Reading Intervention System, DIBELS intervention activities, Wilson Reading, and Lexia Phonics Programs.
- English Language Arts academic intervention services will be provided in Grades 3 –8 by the AIS/SWP teachers, using “push-in” and “pull-out” models, as determined by Acuity Assessments, including the Predictive and Instructionally Targeted Assessments, through small group differentiated instruction, using the following scientifically-based strategies: explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. They will meet with identified students four times a week for 50 minutes a day.
- Small group, differentiated instruction will be provided with leveled readers to reinforce concepts, strategies, vocabulary, and comprehension skills while accommodating different reading levels, in order to challenge all students without leaving them frustrated or bored. Small group, differentiated instruction will be provided to address writing process development and skills.
- AIS- Literacy will be provided during the school day, five times a week for 50 minutes per day; during the 37.5 Extended Day periods, (three times a week, alternating with math), as well as the after-school SETSS program for students in Grades K-8, five days a week, for 60 minutes per session.
- Intensive ELA and Math support will be given by additional staff members in Grades 3-8 to provide additional small group instruction, two times per week, with emphasis on reading comprehension, writing, math concepts, and problem solving skills.

Three Year Analysis of ELA Performance

English Language Learners:

Over a three year period, from 2008-2010, the percentage of all English Language Learners scoring at Level 1 increased from 12.1% to 30.4%, while ELLS scoring at Level 2 decreased from 63.6% to 60.0%, and ELLS scoring at or above Level 3 decreased from 24.2% to 8.6%.

Implications for the Instructional Program:

- Small group instruction, based on assessed levels will continue to focus on the four modalities: In grades K - 3, we spotlight instruction towards reading, comprehension and writing skills. In grades 4-8, we fine-tune our Reading and Writing Skills in order for the students to become fluent and be able to exit the program. We incorporate the Scott Foresman - Accelerating English Language Learning Program in all our grades. In addition, in grades 4-8, we implement the Rosetta Stone Program in English, which provides immersion and enrichment in the English language, while integrating technology into the curriculum. Other technology programs that are integrated into our ESL program are: Starfall.com, which helps beginners acquire vocabulary and reading skills, National Geographic.com, which supports social studies and science content area knowledge, Thinkfinity.com, which enhances literacy, problem-solving and thinking skills, and Enchanted Learning.com, which provides students with English and foreign language picture dictionaries, as well as short printable books, and interactive activities in literacy, math, social studies, and science.
- Within both the push-in and pull-out models, students are grouped heterogeneously by proficiency levels within one class.
- Within our push-in model we practice collaboration with the push-in teacher and the classroom teachers during common prep congruence sessions. This practice facilitates effective lesson planning and pinpoints the strengths and weaknesses of the students. Within the classroom setting of the push-in model ELL students are encouraged to participate and be part of a holistic teaching approach.
- Differentiated ELL instruction takes place within the content areas with the use of realia, maps, hands-on activities, show and tell activities, technology, role-playing, labeling as well as total physical response and demonstration of lesson concepts. Hands-on activities are used in Math, Social Studies and Science. In order for our newcomers to activate prior knowledge within their native language we use native language books that they share with the push-in teacher and other classmates. Also, labeling within their native language (picture books and picture dictionaries) is allowed and encouraged. Students are encouraged to write short summaries of stories in their native language and include in their narrative English words that they have learned. Native folktales are also introduced within the push-in classroom experience and enable all children regardless of their ethnic background to become sensitized to each other's cultural experiences. In addition, within the content area instruction the "juicy sentences" technique is incorporated, which supports social studies, English language arts, as well as science instruction.
- For our ELLs with special needs we group them according to their IEP needs and service them with the maximum amount of minutes in ESL as well as providing them with SETSS services and Title III reading services.
- Intensive ELA and Math support will be given by additional staff members in Grades 3-8 to provide additional small group instruction, two times per week, with emphasis on reading comprehension, writing, math concepts, and problem solving skills.

Three Year Analysis of ELA Performance

All Students Tested:

Over a three year period, from 2008-2010, the percentage of all students tested scoring at Level 1 increased from 5.9% to 11.9%, while the percentage of all students tested scoring at Level 2 increased from 23.2% to 45.8%, and the percentage of all students tested scoring at or above Level 3 decreased from 70.8% to 42.2%.

REVISED JANUARY 28, 2011

Implications for the Instructional Program:

- Teachers will continue to provide direct instruction and support through the Workshop model, which provides whole class, small-group, and individualized instruction.
- Computers will continue to be integrated into the curriculum within classrooms and the technology lab to support student achievement.
- Opportunities for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers will use data from Acuity and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers will reinforce literacy strategies during content area instruction.
- Targeted, small group instruction for all students in grades 3-8, during the 37.5 minutes extended day period, to improve literacy and math skills.
- The technology program will continue to be coordinated with grade appropriate curriculum to support student achievement, as well as provide research opportunities.
- Intensive ELA and Math support will be given by additional staff members in Grades 3-8 to provide additional small group instruction, two times per week, with emphasis on reading comprehension, writing, math concepts, and problem solving skills.

Greatest Accomplishments

- P.S./M.S. 84Q believes it is very important to advance student achievement by analyzing student data to inform instruction. In order to support this goal, the school has established Data Inquiry Teams which meet to discuss the strengths and weaknesses of targeted students who are deemed at-risk. Instruction is then collaboratively planned to best meet the needs of these students.
- We met our AYP in all areas except for Special Education students in ELA.
- During Faculty and Grade conferences, Best Practices are shared, and current professional articles are discussed, reflected upon, and implemented in classrooms.
- We have installed *SmartBoards* in every classroom, which help to integrate technology into daily instruction. Each classroom also has at least two desktop computers and four laptops, which promote differentiated instruction, research, as well as content area projects. Technology supports our English language learners, through the *Rosetta Stone* Program in English, as well as other software programs.
- The Literacy Coach, adapting the Teachers College Reading and Writing Workshop curriculum, provides monthly Units of Study in Reading and Writing, which contain Teaching Points for whole class instruction, small group strategy lessons, as well as for individual conferences between teacher and students. These Units of Study provide teachers with the focus of each unit as well as what skills and strategies students should have achieved by the end of each unit. This year we have increased and enhanced the Units that are more aligned to the NY State Common Core Standards.
- Our school applied to the NYC Department of Education, and was selected, to pilot a DOE initiative which analyzes the NY State Common Core Standards and creates Curriculum Maps. Our staff is focusing on Middle School Math and these maps will be vertically aligned throughout the school. Several Inquiry Teams have been created to develop this work and share best practices with our colleagues.

- We have adopted a School-based Option (SBO) which allows staff members the opportunity to meet one 37.5 minute extended day period per week to do inquiry work and plan instruction based on the assessed needs of targeted students. The remaining three extended day periods are devoted to small group instruction for all students in grades 3-8 in reading, with a focus on vocabulary, grammar, word study, and comprehension skills. In alternate weeks, the three extended day periods are devoted to small group instruction for all students in grades 3-8 in math, with a focus on computation, concepts, and problem solving skills.
- The Assistant Principal has developed a study group in which teachers can read current research and educational trends, discuss them, write reflections, and comment on colleagues entries which have been posted on the ARIS portal.
- On the 2009-2010 School Progress Report, we scored a B on the School Environment, which is based on student attendance, and the school's NYC School Survey, in which parents, teachers, and students rated academic expectations, safety and respect, communication, and engagement.

Aids and Barriers to Continuous Improvement

Barriers:

- Budget cuts have eliminated additional support positions, the purchasing of needed books and materials, as well as attendance at Professional Development programs, workshops, and seminars. These cuts have also impacted on the Professional Development opportunities we can purchase to come to our school and provide in-house training and ongoing support.
- In the past few years, due to staff turnover, we have less experienced teachers in the school, as well as their number of years teaching on a particular grade. This can be an impediment, since they are less familiar with the curriculum, standards, and student performance indicators of that grade.
- The physical limitations of our 106 year old school building prevent us from having sufficient space and dedicated rooms to fully implement our science, foreign language, arts, and physical education programs.

Aids:

- Our staff is dedicated to the academic achievement and well-being of all students in the school. Therefore they willingly participate in Professional Development activities during school, after school, and on their own time. This year our teachers enthusiastically embarked on the challenge to focus their efforts on developing Curriculum Maps to enhance the NY State Common Core Standards, and attend Professional Development workshops, webinars, and training sessions to support this work.
- Staff members are providing intensive ELA and Math support to students in Grades 3-8, including ELLS and students with disabilities, to provide additional small group instruction, two times per week, with emphasis on reading comprehension, writing, math concepts, and problem solving skills.
- Pacing calendars for the 37.5 minute extended day program are provided in Literacy and Math. Literacy skills are addressed three times a week during the extended day sessions, and Math skills are addressed during alternate weeks. All students in Grades 3-8 participate in this extended day, small group instruction (no more than ten students in a group) program, unless their parents opt-out.
- We are maintaining our Academic Intervention Services (AIS) in Grades K-8, in order to provide targeted instruction for struggling students.
- Despite budget cuts, we will continue our After-School Title III Program for English Language Learners in Grades K- 8, to enhance their English acquisition skills across four modalities. We

will also provide an After-School Reading and Math program, twice a week, in which all students Grades 3-8 are encouraged to participate. Literacy skills and strategies will be addressed one day, and Math concepts and skills the second day.

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.

SECONDARY SCHOOL GOALS AND ACTION PLANS ARE AVAILABLE UPON REQUEST

ANNUAL GOAL	DESCRIPTION
<p>SMART GOAL #1: By June 2011, 85% of students with disabilities in Grades 2-8 will improve their reading, as indicated by demonstrating a growth of at least 50 scale score points, from Fall 2010 to Spring 2011, as measured by Performance Series Reading administered in Spring, 2011.</p>	<p>After analyzing our scores on the NY State ELA test, it was determined that improving student performance in Literacy was needed, with a focus on students with disabilities. To meet this goal, we will continue to implement a balanced literacy program, as well as provide intensive small group reading and writing instruction, during school, in the extended day sessions, as well as in our after-school program, resulting in an improvement in reading. Therefore, it was determined that improving student performance in Literacy, with a special focus on students with disabilities, be a school goal for 2010-2011.</p>
<p>SMART GOAL #2: By June 2011, students in Grades K-8 will participate in goal-setting conferences in literacy and math to be aware of their goals and targets, as measured by a 3% increase in students articulating their individual goals and targets in literacy and math.</p>	<p>After analyzing the Quality Review Report, it was determined that goal-setting conferences between students and teachers in core subject areas needed to be expanded to increase teacher and student accountability. The Quality Review Report also indicated the school needed to refine planning and revision processes on a regular timetable to develop interim goals for measuring student success. Therefore, it was determined that goal-setting conferences in literacy and math should be a school goal for 2010-2011.</p>
<p>SMART GOAL #3: By June 2011, parental and community involvement and communication will improve as measured by a 3% increase in attendance at meetings and</p>	<p>After analyzing the Quality Review Report it was determined that the school develop uniform progress reporting strategies to keep parents fully informed between report card cycles. In addition the Quality Review Report suggested we develop a Parent-Student Handbook, in appropriate languages, to share policies, procedures, high expectations and school goals with parents. Therefore, it was</p>

conferences.	determined that increasing parental and community involvement and communication should be a school goal for 2010-2011.
SMART GOAL #4: By June 2011, 100% of students Grades Pre K- 2 and 5-8 will participate in Arts Education as measured by a 3% increase in students Grades Pre K -2 playing the keyboard, and students Grades 5-8 participating in the school band or chorus.	It was determined that the school continue to build capacity for high levels of performance by utilizing the arts to build skills in literacy and self-expression for all students, with special focus on raising the achievement of low-performing students and students with disabilities. To this end a certified art teacher was hired, dance is incorporated into the physical education program, and the Music program focuses on keyboard, chorus, and band. Therefore it was determined that arts education be continued as a school goal for 2010-2011
SMART GOAL #5: By June 2011, 80% of teachers will increase the use of technology in core curriculum areas, as measured by a 3% increase in attendance at technology professional development workshops.	After analyzing the Quality Review Report, it was determined that technology is embedded in the instructional program and motivates student learning. To increase the use of technology in all curriculum areas we will provide professional development in <i>Smartboard</i> training and other aspects of technology to enhance student learning. To further support differentiated instruction and educational enrichment, we are implementing the technology-based Renzulli Learning Program. Therefore it was determined that increasing the use of technology in core curriculum areas be a school goal for 2010-2011.

SECONDARY SCHOOL GOALS AND ACTION PLANS ARE AVAILABLE UPON REQUEST.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **Goal #1: Improving Student Performance in Literacy**

<p>Annual Goal # 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 85% of students with disabilities in Grades 2-8 will improve their reading, as indicated by demonstrating a growth of at least 50 scale score points, from Fall 2010 to Spring 2011, as measured by Performance Series Reading administered in Spring, 2011.</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>Target Population: All students Grades 3-8 including General Education, Special Education and English Language Learners</p> <p>The following components of a Balanced Literacy Program will be incorporated into the daily English language arts instructional program:</p> <ol style="list-style-type: none"> 1. Independent Reading: Students read a book at their independent level. The teacher confers with students during this time. (Approximately 30 minutes.) 2. Independent Writing: Students maintain work folders, Writer’s Notebooks or portfolios, which reflect their ideas and insights. Through genres studies, author studies and craft units of study, students work carefully to change their raw material into published pieces. (Approximately 45 minutes.) 3. Shared Reading: Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on an overhead transparency or provided for each student. The text is chosen by the teacher to model specific reading and writing strategies. (Approximately 10-15 minutes.) 4. Read Aloud: The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers. (Approximately 15-20 minutes.) 5. Word Study: Depending upon grade, may be phonics or word study including prefixes and suffixes, root words, word families, etc. (Approximately 20 minutes.) 6. Guided Reading: The teacher leads small group instruction based on the assessed needs (Approximately 20-30 minutes.)

	<p>Small group, differentiated instruction will be provided with leveled readers to reinforce concepts, strategies, vocabulary, and comprehension skills while accommodating different reading levels, in order to challenge all students without leaving them frustrated or bored.</p> <p>Classroom Libraries will consist of children’s literature, including fiction, poetry and non-fiction books that appeal to a variety of different interests, to better engage students in reading and writing. The Planning Guide, including a pacing and alignment calendar will be implemented. Assessments will be ongoing to determine instructional needs, evaluate student progress, guiding daily instructional decisions, and identify students needing additional intervention.</p> <p>Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.</p> <p>Intensive small group instruction by support personnel to improve reading, writing, and math skills during school, during the 37.5 minute extended day sessions, and in our after-school program.</p> <p>Inquiry work will be ongoing to analyze targeted student data, and coordination of academic instruction through collaborative planning will be implemented.</p> <p>English as a Second Language instruction will be provided through activating prior knowledge and linking it to the lesson, using visuals and authentic objects, movement, role-playing activities, hand-on experiences, field trips, and diagramming/mapping activities.</p> <p>Computers will continue to be integrated into the curriculum within classrooms and the technology lab to support student achievement. The library/media program will continue to be coordinated with grade appropriate curriculum to support student achievement, and provide open access, when possible, to provide research opportunities.</p> <p>Professional development will be ongoing for all teachers, coaches, and school administrators on outstanding classroom practices</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Sept. 2010- June 2011 Every 4- 6 weeks, as determined by Units of Study</p> <p>Resources: Teachers, AIS Teachers, Literacy Coach, Math Coach, ECRT, Middle School Staff Developer, Administrators, School Leadership Team, Parents, CFN:2.02, outside staff developers, classroom libraries</p> <p>Funding Sources: Tax Levy, Title I, PCEN, IDEA, SWP, other funding pending</p>	

Indicators of Interim Progress and/or Accomplishment

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

By June 2011, 85% of students with disabilities in Grades 2-8 will improve their reading, as indicated by demonstrating a growth of at least 50 scale score points, from Fall 2010 to Spring 2011, as measured by Performance Series Reading administered in Spring, 2011.

Goal #2: Goal-Setting Conferences in Literacy and Math

Subject/Area (where relevant): _____

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in Grades K-8 will participate in goal-setting conferences in literacy and math to be aware of their goals and targets, as measured by a 3% increase in students articulating their individual goals and targets in literacy and math.</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>1) Target Population: All Students Grades 3-8, including General Education, Special Education, and English Language Learners.</p> <p>Based on Acuity Data, Running Records, Reading and Writing Units of Study, Everyday Math End of Unit Tests, teacher observation, and/or other pertinent data, teachers and students in Grades 3-8 will have conferences to clarify grade as well as individual goals and the targets necessary to achieve mastery of those goals. These goals and targets will be aligned with NY State and City standards and will enhance differentiated instruction to meet the needs of all students including English language learners and special education students. Therefore, students, teachers, and parents will have clearly stated expectations, goals, and strategies to help student achievement.</p> <p>2) Target Population: All students Grades K- 2, including General Education, Special Education, and English Language Learners.</p> <p>Based on Reading 3D, Running Records, Reading and Writing Units of Study, Everyday Math End of Unit Tests, teacher observation, and/or other pertinent data, teachers and students in Grades K-2 will have conferences to clarify grade as well as individual goals and the targets necessary to achieve mastery of those goals. These goals and targets will be aligned with NY State and City standards and will enhance differentiated instruction to meet the needs of all students including English language learners and special education students. Therefore, students, teachers, and parents will have clearly stated expectations, goals, and strategies to help student achievement.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Sept. 2010- June 2011 Every 4- 6 weeks, as determined by Units of Study</p> <p>Resources: Teachers, AIS Teachers, Literacy Coach, Math Coach, ECRT, Middle School Staff Developer, Administrators, School Leadership Team, Parents, CFN:2.02, outside staff developers, classroom libraries</p> <p>Funding Sources: Tax Levy, Title I, PCEN, IDEA, SWP, other funding pending</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>Students in Grades K-8 will have participated in goal-setting conferences in literacy and math to be aware of their goals and targets, as measured by a 3% increase in students articulating their individual goals and targets in literacy and math, by June 2011.</p>	

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Goal #3: Parental and Community Involvement and Communication

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, parental and community involvement and communication will improve as measured by a 3% increase in attendance at meetings, conferences, and workshops.</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>Target Population: Parents, Community Members, and Volunteers</p> <p>To increase parental and community involvement and improve communication between the administration and staff of P.S./M.S. 84Q and our parents, students, community members, and volunteers, the following strategies have been implemented:</p> <ul style="list-style-type: none"> • We have hired a full-time Parent Coordinator. • The Administrators, Staff Members, and Parent Coordinator have developed a Parent Handbook that clarifies our school’s expectations, schedules, calendars, programs, procedures and policies. • Teachers link their Teacher Performance Reviews with increasing parental involvement. • Development of an interim report card checklist, which provides uniform progress reporting to inform parents of their child’s progress between report card cycles. • Workshops for parents that address educational, nutritional, test–prep, ESL, technology, emotional, as well as behavioral needs so they can actively support their child’s education. • Continue to publish the Parent newsletter and calendar to keep all parents informed of important school/home/community matters. Translations will be provided, when available. • Continue parent involvement in Parents as Learning Leaders, a volunteer program, in which they provide classroom tutoring, as well as accompany classes on trips.

	<ul style="list-style-type: none"> • Encourage parents to participate in school fundraisers to support educational and social programs. • Provide parents with access to the ARIS Parent Link portal, which allows them to view their children’s progress. • Promote parents attendance at special programs for students. • We plan six Parent/Student LEAP workshops for students and their parents grades K-8. Some topics that will be addressed are: <ul style="list-style-type: none"> ○ Using Computers: Basic Skills and Internet Access ○ Math Games, Puzzles, and Crafts ○ Literacy for Ages 4-6 ○ Literacy Games and Activities- Ages 7-12
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Sept. 2010 – June, 2011</p> <p>The Administration, Parent Coordinator, and selected staff members will meet every four to six weeks to review parental attendance at PTA meetings, Parent Workshops, as well as involvement in the Parents as Learning Leaders Program and school fundraisers. In addition, future workshops will be planned, based on discussion with parents, in regard to their interests and needs. We hope to have a .5% increase in parental attendance at each PTA meeting and Parent Workshop.</p> <p>Resources: Teachers, Administrators, Parent Coordinator, School Leadership Team, Parents, CFN:2.02</p> <p>Funding Sources: Tax Levy, Title I, PCEN, IDEA, SWP, other funding pending</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Parental and community involvement and communication will improve as measured by a 3% increase in attendance at meetings, conferences and workshops, as well as more positive responses in the Parent Surveys and Parent/Staff interactions, by June 2011.</p>

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Goal #4: Arts Education

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of students Grades Pre K-2 and 5-8 will participate in Arts Education as measured by a 3% increase in students Grades Pre K -2 playing the keyboard and students Grades 5-8 participating in the school band or chorus.</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>Targeted Students: All students grades Pre-K to 8, including General Education, Special Education, and English Language Learners.</p> <p>To continue to build capacity for high levels of performance by utilizing the arts to build skills in literacy and self-expression for all students, the following strategies have been implemented:</p> <ul style="list-style-type: none"> A certified Art teacher was hired to incorporate visual arts into our curriculum. A full time Music teacher focuses on choral and instrumental instruction. Dance is incorporated into the physical education program. The Music program teaches students in Grades Pre K - 2 the keyboard through the <i>Music in the Brain</i> program. <ul style="list-style-type: none"> • Students in Grades 5-8 are encouraged to participate in the school chorus and band. • To further support differentiated instruction and educational enrichment, we are implementing the technology-based <i>Renzulli Learning</i> Program, which allows students to express themselves and their learning through various modalities. • Students in Grade 1 and Grade 4 are participating in an instrumental program, learning to play the violin, which meets after school, once a week for one hour, from October to June.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Sept. 2010 – June, 2011 Weekly</p> <p>The Administration will meet with staff members at monthly faculty conferences and grade conferences to review the progress students are making in the art, music, dance, violin, and Renzulli Learning programs. Students’ artwork and research projects will be displayed on school bulletins boards, and their singing, dancing, band, and violin skills will be exhibited during several Assembly performances during the school year. It is expected that students learn and perform at least two new</p>

	<p>pieces for each performance.</p> <p>Resources: Teachers, Administrators, School Leadership Team, Parents, CFN:2.02, Carnegie Hall, <i>Music in the Brain</i> Program, <i>Renzulli Learning</i> Program, outside staff developers</p> <p>Funding Sources: Tax Levy, Title I, PCEN, IDEA, SWP, other funding pending</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>100% of students Grades Pre K-2 and Grades 5-8 will have participated in Arts Education as measured by a 3% increase in students Grades Pre K -2 playing the keyboard and students Grades 5-8 participating in the school band or chorus, by June 2011.</p>

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Goal #5: Increase the Use of Technology in Core Curriculum Areas

<p>Annual Goal #5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 80% of teachers will increase the use of technology in core curriculum areas, as measured by a 3% increase in attendance at technology professional development workshops.</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>Target Population: Teachers and Staff, Students Grades Pre K-8: General Education, Special Education, and ELL students</p> <p>Technology is embedded in the instructional program of P.S./M.S. 84Q. To continue to build capacity in technology and to increase the use of technology in all curriculum areas we will implement the following strategies:</p> <ul style="list-style-type: none"> • Professional development will be provided in: <ul style="list-style-type: none"> ○ Smartboard training and other aspects of technology to enhance student learning ○ Renzulli Learning Program- a technology-based differentiated learning program ○ Educational and professional web sites ○ Instructional strategies using web sites and software • Opportunities for teachers to attend Title IIB workshops. • Incorporate the use of laptops to integrate technology into core curriculum. • Purchase of equipment- e.g. Smartboards and rolling Science labs. • Palm Pilots for Reading 3D assessments and analysis. • Increased number of laptops loaned to staff members. <p>Technology and Internet access will be integrated into the curriculum to enhance literacy, math, social studies, art, research, and science instruction. Therefore the following strategies will be implemented:</p> <ul style="list-style-type: none"> • Through hands-on computer lab practice, and Smartboards, students in grades Pre K-3 will become comfortable using the computer and its terminology.

	<ul style="list-style-type: none"> • Keyboarding training is implemented in grades Pre K-3 through software such as Kid Keys, Mavis Beacon Typing, and other programs requiring interactive student response via the keyboard. • Writing process skills is developed for Grades 1-3 using word processing software, e.g. Kid Pix. • To further support differentiated instruction and educational enrichment, we are implementing the technology-based <i>Renzulli Learning</i> Program, which allows students to express themselves and their learning through various modalities. • We implement early intervention through interactive, computer programs geared to promote success in English language arts and math with PreK-3, ELL, and special education students. • The acquisition of English for students in Grades 4-8 is supported through the technology-based <i>Rosetta Stone</i> language program. • Through use of computer applications, students in Grade 3-5 use graphics as a springboard for creative writing. • Through continued hands-on computer lab practice, students in Grades 4-8 use search engines on the Internet for research projects. • Continue to develop writing process skills for students Grade 4 -8 using word processing programs, such as Microsoft Office Applications.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Sept. 2010 – June 2011</p> <p>The Administration will meet with staff members at monthly Faculty and grade conferences to discuss implementation of the <i>Smartboard</i> and <i>Renzulli Learning Program</i> into the curriculum. Teachers will have the opportunity to share Best Practices at these meetings for ongoing enrichment. Students, using the <i>Rosetta</i> Language Program to develop skills in English and Spanish, will be assessed monthly, using program and teacher created tests, to monitor their progress. Student work, which has incorporated technology into curriculum areas, will be on display throughout the school on monthly bulletin boards.</p> <p>Resources: Teachers, Administrators, School Leadership Team, CFN:2.02, outside staff developers</p> <p>Funding Sources: Tax Levy, Title I, Title IIB grant, PCEN, IDEA, SWP, & other funds pending</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	80% of teachers will increase the use of technology in core curriculum areas, as measured by a 3% increase in attendance at technology professional development workshops, by June 2011.
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SECONDARY SCHOOL GOALS AND ACTION PLANS ARE AVAILABLE UPON REQUEST

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	25	20	N/A	N/A	0	0	0	0
1	15	15	N/A	N/A	3	0	0	0
2	18	18	N/A	N/A	6	0	0	0
3	20	20	N/A	N/A	5	0	0	0
4	16	16	-	-	4	0	1	0
5	16	16	4	-	4	0	2	0
6	8	7	5	7	2	0	1	0
7	0	0	8	6	5	0	2	0
8	0	0	2	4	20	0	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>English Language Arts academic intervention services will be provided in Grades K-2, by the classroom teacher and the Early Childhood Reduction Teacher, through small group differentiated instruction, using the following scientifically-based strategies: explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, as well as the Voyager Passport Reading Intervention System, DIBELS intervention activities, Wilson Reading, and Lexia Phonics Programs.</p> <p>English Language Arts academic intervention services will be provided in Grades 3 –8 by the AIS/SWP teachers, using “push-in” and “pull-out” models, as determined by Acuity Assessments, including the Predictive and Instructionally Targeted Assessments, through small group differentiated instruction, using the following scientifically-based strategies: explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. They will meet with identified students four times a week for 50 minutes a day.</p> <p>Small group, differentiated instruction will be provided with leveled readers to reinforce concepts, strategies, vocabulary, and comprehension skills while accommodating different reading levels, in order to challenge all students without leaving them frustrated or bored. Small group, differentiated instruction will be provided to address writing process development and skills.</p> <p>AIS- Literacy will be provided during the school day, five times a week for 50 minutes per day; during the 37.5 Extended Day periods, twice a week, as well as the after-school SETSS program for students in Grades K-8, five days a week, for 60 minutes per session.</p>
Mathematics:	<ul style="list-style-type: none"> • Academic intervention services in math will be provided in grades K-2 by the classroom teacher and the Early Childhood Reduction Teacher through small group differentiated instruction. • Academic intervention services in math will be provided in Grades 3 –8 by the SWP teacher, using “push-in” and “pull-out” models, through small group differentiated instruction. She will meet with identified students, three-five times a week for 50 minutes a day. • In addition, this instruction will be provided the additional 37.5minutes, two days per week. • Acuity Interim Assessments are administered and are utilized by instructional personnel to:

	<p>determine academic needs, evaluate student progress, guide daily instructional decisions, as well as identify those students needing additional intervention.</p> <ul style="list-style-type: none"> • Resource Room students, Grades K-3 and Grades 4-8, with IEPs in general education settings, receive intensive, small group, data driven instruction, based on Acuity assessments after-school, five days per week, for sixty minutes per session. • Teachers in Grades 3-8: general education and special education, will utilize information from the Acuity assessments, including predictive and instructional assessments, to determine which students need additional support in specific topics in mathematics, in order to group students according to their needs and abilities, and provide differentiated instruction. <p>The following strong evidence-based strategies will be incorporated into the comprehensive academic intervention Mathematics instructional program:</p> <ul style="list-style-type: none"> • Emphasis on conceptual understanding while building a mastery of basic skills. • Exploration of the full mathematics spectrum, not just arithmetic. • Nurture higher-order and critical-thinking skills using everyday, real-world problems and situations, while also building and maintaining basic skills, including automatic fact recall. • New learning will be connected to and built upon an existing knowledge base. • Mathematical content will be taught in a repeated fashion, moving from the concrete to the abstract within problem contexts. • Pacing will allow students to revisit content in varied contexts, integrating new learning with previous knowledge and experiences, in order to improve retention.
<p>Science:</p>	<ul style="list-style-type: none"> • The AIS/SWP Teachers will collaborate with the classroom and science teachers to implement lessons which link literature, math, and the arts with the core science curriculum, to provide Academic Intervention Services in Science. • Instructional experiences will include hands-on activities, following the scientific inquiry model, observation, questioning, reflecting, drawing conclusions, note-taking, and making inferences. Students will focus on vocabulary development, as well as scientific skills such as measuring, inferring, questioning, manipulating materials, classifying, observing, recording data, interpreting data, predicting, generalizing, communicating, and using nonstandard units of measure. • Computers will continue to be integrated into the curriculum within classrooms and the technology lab to support student achievement. The laptops will be made more accessible to classrooms that do not have desktop computers. • The school library will continue to support student achievement, and provide open access, when possible, to offer research opportunities to students.

	<ul style="list-style-type: none"> • Continue to provide Professional Development to staff members through the Title II B Science Grant. • Continue to encourage all students to participate in the annual School Science Fair following the scientific process. • Classroom libraries will continue to be enlarged, organized by genres, with thirty percent leveled. • The science lab will address students’ multi-learning styles and higher–order thinking skills.
<p>Social Studies:</p>	<ul style="list-style-type: none"> • AIS/SWP teachers will collaborate with the classroom teachers to implement a theme-based instructional program in the social studies content area, to provide Academic Intervention Services in Social Studies. • Small group, differentiated instructional experiences will include reading, note-taking, questioning, reflecting, drawing conclusions, acquiring factual knowledge, making inferences, map skills, understanding of geography, New York City, New York State, United States and World Culture. Instruction will emphasize analyzing, comparing and contrasting, as well as responding to document-based questions. Students will focus on vocabulary development, as well as identifying main idea and details, sequencing, and cause and effect in the content area. • Teachers will provide exposure to the culture and arts of other nations/regions through the arts and integrate social studies themes and Global Arts curriculum. • The art cluster teacher will integrate and supplement the social studies program with art related activities. • Instruction will link literacy, math, science, and the arts with the social studies curriculum. • Implement the social studies Connections curriculum on each grade. • Continue instructional strategies that include the analysis of authentic documents, charts, and data that aligns with the NYS Grade 5 Social Studies test. • Continue to utilize Teacher as Historian, and the LaGuardia Archives Local History program in grades 4 and 5. Provide exposure to authentic sources, including intergenerational interviews, research, and field trips to archives and historic sites. • Computers will continue to be integrated into the curriculum within classrooms and the technology lab to support student achievement, and increase the opportunities for students to do research on the Internet that will help to integrate writing and social studies skills.
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor services students who are identified by teachers through Pupil Personnel Committee referrals. These students exhibit behaviors that may indicate they may be challenged with conflicts that affect them mentally and/or emotionally. Mental and emotional conflicts often result in distraction from academic priorities. Referred students may be serviced individually or in small groups. Outside agencies are offered or sometimes mandated to families to address more chronic behaviors of children. At times, parents or caregivers request the Guidance Counselor</p>

	service their child to give guidance and help to the child who is facing issues or changes in the family dynamics. In addition, the Guidance Counselor gives a series of classroom lessons to a larger group to positively redirect a class if social issues surface that affect members of a class.
At-risk Services Provided by the School Psychologist:	Our School Psychologist is available Tuesdays and Thursdays to provide at-risk counseling to students who require counseling and emotional support. Our psychologist also conducts classroom observations of students and offers suggestions to staff members and parents on techniques to support at-risk students.
At-risk Services Provided by the Social Worker:	The school social worker meets with At-Risk students on a weekly basis to provide counseling and support to the teacher and student. All students recommended for this service are seen in individual or small group sessions.
At-risk Health Related Services	Our school nurse is available and meets with parents of pupils who present with health related issues. She provides medical workshops on topics such as: asthma – “Open Airways”, etc. The nurse also works with students who present with obesity, diabetes, and other health related issues.

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

NCLB/SED requirement for all schools

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

**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: 2.02	District 30	School Number 084	School Name Steinway
Principal John A. Buffa	Assistant Principal Anthony J. Loverso		
Coach Judy Slansky	Coach Diane Rossi		
Teacher/Subject Area Despina Anastasi	Guidance Counselor Cami Meyer		
Teacher/Subject Area Margaret Nguyen	Parent Jennifer Casas		
Teacher/Subject Area Anna Tsikitas	Parent Coordinator Andrea Achilles		
Related Service Provider Mariam Poulad	Other Felicia Bentine		
Network Leader Nancy DiMaggio	Other type here		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
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	414	Total Number of ELLs	69	ELLs as Share of Total Student Population (%)	16.67%
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Part II: ELL Identification Process

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

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

program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part II: ELL Identification Process:

ELL students are identified by the following procedures by two certified ESL teachers:

- A pedagogue who is trained in the HLIS procedures assists the parent while he/she completes the HLIS, Translation services are available to help the parents through the use of the Department of Education's Translation and Interpretation Services Unit, (for example, our staff calls the translation unit if a parent speaking a foreign language comes into the school and nobody is available in the building who speaks the foreign language).
- The parent registers the child and completes a Home Language Identification Survey (HLIS). The HLIS is reviewed by a trained school pedagogue. If the HLIS indicates that a language other than English is used in the home, the student is administered the LAB-R within ten days of registration.
- LAB-R is scored and reviewed. If the student scores at or below a state designated level of proficiency, the student is identified as an ELL. Parents are notified in writing, via the Parent Entitlement Letter, which is sent home with the child, and are invited to attend a Parent Orientation session.

P.S./M.S. 84Q respects and values parental involvement in the decision-making process. We provide parents with an orientation that describes various programs for English language learners. In addition, parents are given the opportunity to visit classrooms with the various programs being offered, in our school, as well as others. This enables the parent to make a sound educational decision as to which program best meets the needs of their child.

From our Parent Selection Forms, 100% of our parents chose the ESL program that we offer in the school.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English language learners is the parent orientation session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A DVD in nine languages provides parents of newly enrolled ELLs into the New York City school system, which provides information on the new reorganization and their right to choose educational options for their child. The DVD is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessment, student expectation, and general educational program requirements. Parent surveys and program selection forms are

returned to the ESL Coordinators. If they are not returned in a timely fashion, the Parent Coordinator contacts the parents to ensure these forms are returned.

Students are placed within ten days of enrollment in the appropriate program. Parents may opt out of Bilingual Education, but may not opt out of ESL instruction. Since our ELL students do not constitute a large enough population to warrant bilingual classes or dual language classes, they are assigned to either a self-contained ESL class or the free-standing push-in ESL model of English language instruction. If the parents select the Bilingual or Dual Language classes, they are informed that they must register their child in another school that offers these programs.

There are at least four orientation and information sessions for ELL parents during the school year. In the event that some parents are not able to attend those meetings, individualized meetings are arranged through the ELL Coordinator with the assistance of the Parent Coordinator. Translators of the appropriate languages are provided if needed at all meetings. The meetings focus on orienting the parents to the school system and explaining program options, State and City standards, the core curriculum, assessment, student expectations, and general program requirements.

The NYSESLAT is administered every spring to re-evaluate ELL students to determine whether or not they are still eligible for mandated ESL services. As soon as the NYSESLAT results are received, the students are identified according to their proficiency levels. The results of the RLAT are then disaggregated through the use of ARIS and CalcSoda.com to identify the proficiency levels of ELL students based on the four modalities. According to these results, ESL coordinators of Grades K-3 and 4-8 send out entitlement or non-entitlement letters to parents, in order to ensure that information is communicated whether or not their children will receive ESL services.

As a school community we take great consideration towards meeting our ELL Parents' concerns and we strive to provide them with the best possible educational experiences for their children throughout their entire academic career in order to accomplish their goals and succeed in our school and beyond.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0					0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0					0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0					0
Push-In	2	2	2	2	2	2	2	2	2					18
Total	2	2	2	2	2	2	2	2	2	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	19	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	50	0	2	19	0	7	0	0	0	69
Total	50	0	2	19	0	7	0	0	0	69
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0					0
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	0	0	0	0	0	0	0	0	0					0
Urdu	0	0	0	0	0	0	0	0	0					0
Arabic	0	0	0	0	0	0	0	0	0					0
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0
Yiddish	0	0	0	0	0	0	0	0	0					0
Other	0	0	0	0	0	0	0	0	0					0

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	EL L	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	3	1	5	3	5	6	2	0	2					27
Chinese	0	0	0	0	0	0	0	0	0					0
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	1	1	2	2	0	0	1	0	1					8
Urdu	0	0	0	0	0	0	0	2	0					2
Arabic	0	0	2	5	7	3	1	1	2					21
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	1	0	0	0	0					1
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	1	2	0	0	0	0	0	0	0					3
Other	0	2	0	0	1	1	1	2	0					7
TOTAL	5	6	9	10	14	10	5	5	5	0	0	0	0	69

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.

1.a. ELL instruction is delivered utilizing a push-in model in our school:

The role of the push-in model teaching strategy is to provide teacher support, and/or scaffolding while learning is taking place within the monolingual classroom. During the workshop model, the push-in teacher supports the ELL learners using ESL methodologies and strategies. The push-in teacher coordinates the grouping arrangement of ELL students in order to assist in the collaborative learning that will go on during the specific lesson. Both the classroom teacher and the push-in teacher follow their aligned lesson planning that is formatted towards ELL students' needs.

1.b. Program model description:

Our ELL students are heterogeneously mixed within each grade and are concentrated within one classroom per grade in order to assure a non-interruption instructional push-in model. For 2010-2011, we are implementing the push-in model for our Kindergarten with 5 students, 1st grade with 6 students, 2nd grade with 9 students, 3rd grade with 8 students, 4th grade with 14 students, 5th grade with 10 students, 6th grade with 5 students, 7th grade with 5 students, and 8th grade with 5 students.

2. The two certified ESL teachers, providing small group, differentiated instruction, within the organization of our staff, ensure that ELLs receive the mandated number of instructional minutes according to proficiency levels, within the Free-Standing ESL Program.

2.a. Our two certified ESL teachers, who push-in to classes, ensure that our Beginners and Intermediate students receive the mandated 360 minutes of ESL instruction per week while our Advanced Students receive 180 minutes of ESL instruction as well as 180 minutes of ELA instruction per week.

3. Our ESL population of 69 students are taught by 2 certified ESL teachers who provide push-in instruction in a Free-Standing ESL Program in English, for students in Grades K- 8. The ESL teacher utilizes the LAB-R test for new admit students, the NYC ELL Interim Assessment test for students in Grades 3, 4, and 5, and the NYSESLAT test for all grades, as well as ongoing classroom and ELL Program assessments, to assure that all ELL students are correctly grouped and are provided with the appropriately leveled resources. Resources include Scott-Foresman: Accelerating English Language Learning, Options: Connecting Vocabulary, The Writer's Thesaurus, and Teachers College Reading and Writing workshops. Other resources utilized by the push-in teacher include alphabet cards, flash cards, realia, books on tape, ELL appropriate computer software e.g. Rosetta Stone, posters, experience charts, big books, and classroom library leveled books. In addition, the implementation of Teachers College methodology is incorporated within the pairing and grouping of all ELL students with monolingual students, in order to share students' strengths leading to the enrichment of English language acquisition and development.

4. According to the Fall,'10 NYSESLAT results, 14% of our ELLs are at a Beginning Level of ESL Instruction, 28% of our ELLs are at an Intermediate Level and 60% of our students are at an Advanced Level. Since we are following the English as a Second Language Model, all instruction is in English. Therefore we differentiate instruction in the following ways:

a. Our school plan for SIFE students:

-Incorporate a hands-on basics program that both the classroom teacher and push-in teacher use.

-Utilize alphabet cards, basic words flash cards, picture dictionaries, and easy level readers to develop language acquisition skills.

- SIFE children are paired with buddies that may help them during classroom instruction.
- The teachers also incorporate one-to-one instruction for these children within the flow of the day.
- b. Our school plan for Newcomers:
 - Newcomers receive 360 minutes of ESL instruction per week, within a small group structure.
 - They are introduced to the English language through Read-alouds, by hands-on manipulatives which include flashcards, and personal vocabulary cards, as well as groups experiences.
 - Technology is incorporated into instruction through the Rosetta Stone and Starfall programs.
 - Phonics instruction as determined by their level and individual needs.
- c. Our school plan for ELLs receiving service 4 to 6 years and Long-Term ELLs (completed 6 years):
 - The school plan for students in the program for more than three years consists of providing specific support in the areas they need most help, through the collaboration of the push-in teacher and the classroom teacher.
 - A push-in model is used to provide content area instruction as well as ELA instruction, including reading, writing, vocabulary development, spelling, grammar, and speaking, within the Workshop model, that aligns with and supports NY City and State standards.
 - The push-in ESL teacher gives additional support to ELLs on test-taking skills and strategies using the four modalities.
 - Some of our ELLs who have exited the ESL program remain part of our push-in model within their classroom in order to benefit from the extra help. They are grouped accordingly within the classroom setting in order to benefit from the ESL instruction. They are assigned follow-up activities within the lesson in order to bridge their learning experiences and are given vocabulary support within reading and writing workshops as well as content area support within all subjects.
 - All current and former ELLs are encouraged to request extra support from the push-in teacher within all areas of instruction as well as homework assignments.
 - All eligible ELLs participate in our extra support programs, such as SETSS and AIS.
 - ELLs who have reached proficiency on the NYSESLAT are included in the "Juicy Sentences" strategy instructional program which provides additional support in analyzing and developing vocabulary skills within content areas. They also receive continued instruction through the integration of technology, using the Smartboard, for writing skills, English language arts development, as well as social studies and science.
 - Every classroom received a Smartboard, which is a new technology component in our instructional program. If funds permit, we will purchase authentic literature which is recommended to support "Juicy Sentences" strategy.
 - We do not intend to discontinue any of our previously successful programs.
 - We currently have no Long-Term ELLs in our school.
- e. Our plan for students identified with special needs:
 - Our ELL students with special needs are serviced according to their IEP mandates.

- They receive AIS services and extra help from the reading and math teacher.
- A hands-on basic program is utilized and technology is incorporated within the lessons.
- Interactive activities are utilized within the "Brainpop" technology subscription program.
- Small group differentiated instruction is utilized at all times during the lessons.

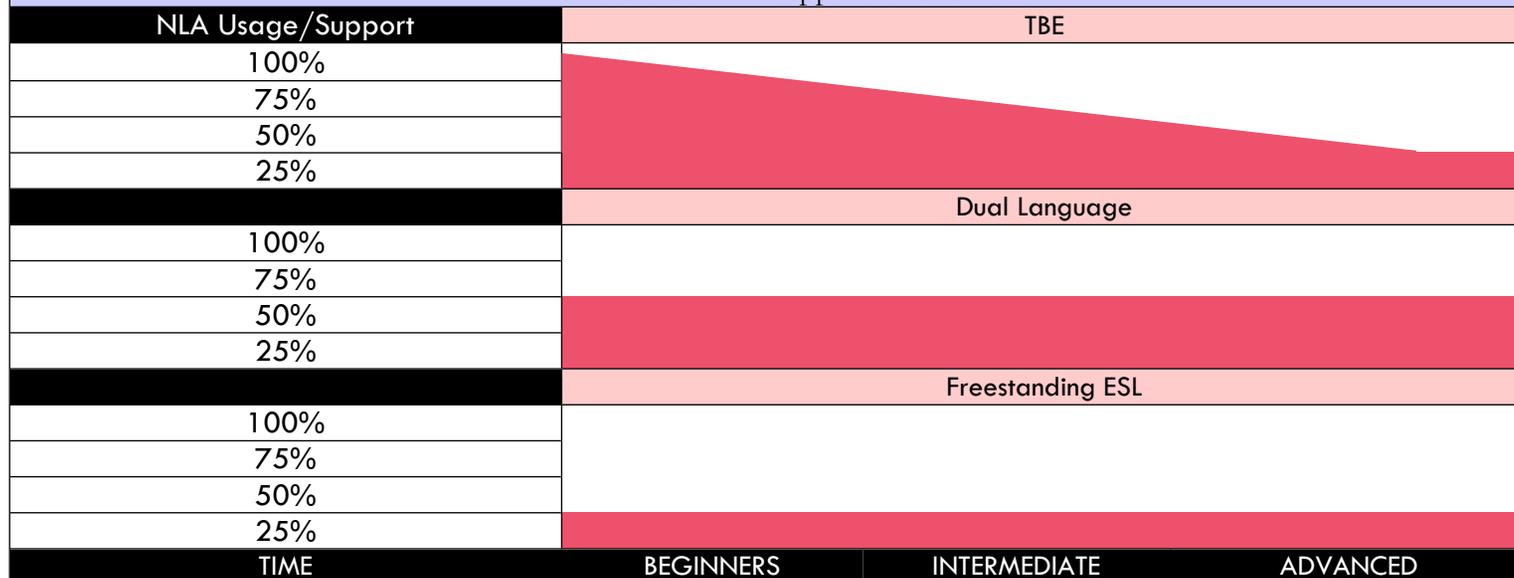
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			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?

5. Our targeted intervention programs for ELLs in ELA, math, and other content areas with targeted HO students are as follows:

The Licensed Early Childhood Reduction Teacher uses the "Voyager" program when instructing the HO students for an extra two periods per week. Students are engaged in practicing their decoding skills as well as their fluency and comprehension skills.

The Licensed Upper Grades Reading Teacher funded under the School Wide Project uses a Teachers College Workshop style instruction method during the extra 3 periods per week.

The licensed Early Childhood Reduction teacher incorporates listening comprehension twice a week by incorporating the use of technology within a lesson: The Rosetta Stone program is utilized as well as Brainpop.com.

Students participate in reading groups within a reading workshop model.

Within the writing content students are placed in small groups and practice writing in response to literature.

6. We continue to provide transitional support for ELLs reaching proficiency on the NYSESLAT by including these ELLs within the small group instruction set-up during the push-in instructional periods.

Students are also included within the services of the Early Childhood Reduction teacher, the Reading teacher, as well as needed AIS services.

7. The new improvements that we are using for the upcoming year are the following: under the Common Core Curriculum we are incorporating the deconstruct/reconstruct/map techniques as well as the "juicy sentences" instructional models under the guidance of Ms. Felicia Bentine, our ELL specialist, who is visiting our school for a total of 14 visits which include our common core team members. We have purchased classroom library non-fiction sets that will be incorporated within the ELA and Social Studies content areas.

Also, we are using the Rosetta Stone program within our instructional push-in support classes for our newcomers as well as the interactive "Brain Pop ESL" technology.

8. We are not discontinuing any of our ESL programs due to the success that we have experienced over the past years.

9. Our ELLs are invited to participate in all of our school programs : Test prep classes for grades 3-8, the CHAMPS afterschool program, the Queens Museum program, the Title III program and the extended day differentiated instruction.

10. The instructional materials that we use to support our ELLs include the nonfiction reading groups with the guidance of our ELL specialist Ms. Felicia Bentine, the NYSESLAT test prep program, the Scott-Foresman ESL program, fictional and non-fictional Big Books, books on tape/cd, the Rosetta Stone program, smart board technology lessons, and the interactive "Brain Pop-ESL" program.
11. Native language support is delivered within ESL instruction by the "Labeling" method when all items and objects in the classroom are labeled with the student's pre-dominant languages. Newcomers are encouraged to express themselves in their native language when practicing writing. Their writing is furthermore translated by a bilingual teacher and the students begin to gain ownership of the English language in a positive method that enables them to transfer their language skills from native to acquired language.
12. Our required services and resources correspond directly to our ELLs ages and grade levels at all times.
13. For our newly enrolled students we offer parent/student workshops that are organized by our parent coordinator. During those workshops translation services are provided for all parents and students that attend. The parent coordinator acclimates the parent and students and gives out the school year agenda books that will enable the students to organize their lessons for the entire year
14. The language elective that is offered at our school is Spanish.

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)?

We do not have a dual language program.

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.

Our staff will be provided with the following six professional development sessions for the school year 2010-2011:

September 2010:	PowerPoint Presentation on the NYSESLAT and the LAB-R: Analyzing and Interpreting Assessment Data
November 2010:	Continuous Support of Current ELLs and ELLs That Have Recently Tested Out: Techniques to Use and Grow On Within the Monolingual Classroom
January 2011:	Strategies and Materials for NYSESLAT Preparation for All ELLs
March 2011:	ELL Methodology within the Classroom – What Works and How
May 2011:	NYSESLAT Dates and Test Administration Information
June 2011:	How to Keep the ELL Learner Challenged and Focused Within the Monolingual Classroom

2. As our students transition from elementary to middle school our staff is supported with ongoing professional development and with our ELL support specialist, Ms. Felicia Bentine, who is scheduled for several visits to our school this year.
3. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. are provided within our monthly grade and faculty conferences as well as other corresponding professional development offered on line on a regular basis with an emphasis on ESL instruction and methodology.

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?

G. Parental Involvement:

Parents are assisted in accessing the ARIS Parent Link Portal in order to monitor their children’s progress. In addition, the Parent Coordinator reaches out to parents to explain school policy, educational programs, and expectations, and provide parents with support.

They are invited to participate in PTA meetings and functions, and translation services are provided, when needed and available.

The Parent Coordinator facilitates Parental Workshops of interest to all parents, based on a needs-assessment survey, as well as conversations with parents.

We have partnerships with the following Community Based Organizations: LEAP, the Queens Museum, and the BEACON Program, which provides tutoring and homework assistance to our students and workshops for parents.

We planned six Parent/Student LEAP workshops for grades K – 8 that addressed our goal to enhance parent involvement. These workshops were targeted to specific grades and/or student proficiency levels. Some topics we focused on were:

- Using Computers: Basic Skills and Internet Access
- Crafts
- Math Games, Puzzles, and Crafts
- Literacy for Ages 4-6
- Literacy Games and Activities- Ages 7-12

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	3	1	1	3	0	0	1	0					10

Intermediate(I)	0	2	6	3	4	2	1	1	0					19
Advanced (A)	4	1	2	6	7	8	4	3	5					40
Total	5	6	9	10	14	10	5	5	5	0	0	0	0	69

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	3	0	0	0	0				
	I	2	1	0	0	2	2	2	0	0				
	A	4	4	6	3	9	7	3	4	5				
	P	1	7	4	13	0	1	0	1	0				
READING/ WRITING	B	3	0	0	0	3	0	1	1	0				
	I	2	6	5	4	7	4	1	1	0				
	A	1	2	4	9	4	6	3	3	5				
	P	1	4	1	3	0	0	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	6	0	0	8
4	4	5	0	0	9
5	1	9	0	0	10
6	3	2	0	0	5
7	2	3	0	0	5
8	0	3	0	0	3
NYSAA Bilingual Spec Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	6	0	3	0	0	0	9
4	2	0	6	0	0	0	1	0	9
5	0	0	6	0	1	0	0	0	7
6	1	0	4	0	0	0	0	0	5
7	2	0	0	0	3	0	0	0	5
8	0	0	1	0	2	0	0	0	3
NYSAA Bilingual Spec Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	2	0	6	0	0	0	10
8									0
NYSAA Bilingual Spec Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5	0	0	0	1	0	0	0	6
8									0
NYSAA Bilingual Spec Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0

Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

1. P.S./M.S. 84Q utilizes Reading 3D, which includes DIBELS and Reading Records to assess early literacy skills in grades K-2. In addition teachers use Reading Records, based on Fountas and Pinnell to assess students' 'just-right' reading levels in grades K-2. These assessments highlight the strengths and weaknesses of all students, including ELLs. The data indicates that ELLs in Grades K-2 need additional support with sight word recognition, vocabulary development, letter/sound identification, as well as comprehension skills. Teachers who administer Reading 3D assessments use the data to inform whole class instruction, group students into small groups based on an analysis of students' skills, and provide individual support as indicated, as well as communicate these results with parents.

2. In a review of LAB-R and NYSESLAT scores, the data patterns across proficiency levels indicate that in Grades K-2, except Grade 1, we have more Intermediate and Advanced students, combined, than Beginners. In Grade 1, however, we have more Beginners than Intermediate or Advanced. In Grades 3-8, the data patterns across proficiency levels indicate that most students are Advanced.

3. In a review of NYSESLAT Modality Analysis, ELLs in Grades K-2, are predominantly in the Advanced level in Listening/Speaking, while mostly in the Intermediate level in Reading/Writing. In a review of NYSESLAT Modality Analysis, ELLs in

Grades 3-8 are predominantly in the Advanced level in Listening/Speaking, and mostly Intermediate and Advanced, combined, in Reading/Writing. These patterns indicate that instruction for ELLs needs to concentrate on improving Reading and Writing skills.

4. a. In an analysis of the NY State ELA and NY State Math exams, ELLs in Grades 3-8, in our Free-Standing ESL Program, fall predominantly in performance Level 2. On the NY State ELA exam, Advanced students in Grades 7 and 8, in our Free-Standing ESL Program, perform mostly on Level 2, while on the NY State Math exam, they perform mostly on Level 3. Our ELLs, in our Free-Standing ESL Program, take exams in English. Our students do not take exams in their Native Language.

4.b. Our school leadership and teachers analyze student test data, including the results of the ELL Periodic Assessments, during our weekly Data Inquiry period, on Mondays during our 37.5 minutes extended day. Once the data has been reviewed, administration and teachers determine the strengths and weakness of students. This information is then used to formulate instruction, for the entire class; small, differentiated groups; as well as individual instruction. Students are provided with additional support, through small, differentiated groups, AIS interventions, Extended Day: consisting of three, 37.5 periods, as well as an after-school ELL and SETSS program.

4.c. We utilize the Periodic Assessments to measure the progress of ELLs, to determine their strengths and weaknesses, and to continue to develop instruction based on students' needs. Since we have a Free-Standing ESL program the Native Language is not used in our program.

5. We do not have a Dual Language Program.

6. The success of our programs for ELLs is measured by the progress and scores on the NYSESLAT, Reading 3D and DIBELS, NY State standardized tests, Voyager Passport, as well as by teacher created assessments.

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.

Teachers Paste additional information here

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. John A. Buffa	Principal		
Mr. Anthony J. Loverso	Assistant Principal		
Ms. Andrea Achilles	Parent Coordinator		
Ms. Despina Anastasi	ESL Teacher		
Ms. Jennifer Casas	Parent		
Ms. Margaret Nguyen	Teacher/Subject Area		
Ms. Ana Tsikitas	Teacher/Subject Area		
Ms. Judy Slansky	Coach		
Ms. Diane Rossi	Coach		
Ms. Cami Meyer	Guidance Counselor		
Ms. Nancy DiMaggio	Network Leader		
Ms. Felicia Bentine	Other		
Ms. Mariam Poulad	Other		
	Other		
	Other		

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

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

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

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be Served: 69 LEP Non-LEP

Number of Teachers 3 ESL Certified Teachers Other Staff (Specify) 3 Content Area Teachers

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./M.S.84Q strives for excellence for our ELL students. We will provide an after-school Title III program for our ELL students, grades K to 8, consisting of three classes, based on students' proficiency levels, which will meet two times a week for fourteen weeks, for 90 minutes per session. This after-school Title III program will enable students to augment their English skills and vocabulary through the use of the Oxford University Press Series, which includes hands on activities, content readings and chants, the content area dictionaries and visuals such as word and picture cards. Included in this program is support for ELLs as they transition from elementary into middle school, and middle-school into high school. During the school day, the Guidance Counselor and other staff members are available to assist ELLs transition from elementary to middle school, and from middle school into high school. All of our service providers are experienced and certified ESL teachers.

Program Description:

- On Mondays and Wednesdays, ELLs in Grades K – 2, will receive 45 minutes of Content Area: Social Studies/Science instruction from the content area teacher, and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher. Each class will change, after the initial forty-five minutes of instruction, so that they will receive both ESL and Content Area instruction each day.
 - On Tuesdays and Thursdays, ELLs in Grades 3 - 5, will receive 45 minutes of Content Area: Social Studies/Science instruction from the content area teacher, and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher. Each class will change, after the initial forty-five minutes of instruction, so that they will receive both ESL and Content Area instruction each day.
 - On Tuesdays and Thursdays, ELLs in Grades 6 – 8, will receive 45 minutes of Content Area: Social Studies/Science instruction from the content area teacher, and 45 minutes of strategies for building Academic Language Development in Literacy from the ESL certified teacher. Each class will change, after the initial forty-five minutes of instruction, so that they will receive both ESL and Content Area instruction each day.
 - These ESL Certified and Content Area teachers have participated or will participate in the Professional Development listed below, which are aligned with Title III activities and goals.
-

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.

Our staff will be provided with the following six professional development sessions for the school year 2010-2011:

- September 2010: PowerPoint Presentation on the NYSESLAT and the LAB-R: Analyzing and Interpreting Assessment Data
- November 2010: Continuous Support of Current ELLs and ELLs That Have Recently Tested Out: Techniques to Use and Grow On Within the Monolingual Classroom
- January 2011: Strategies and Materials for NYSESLAT Preparation for All ELLs
- March 2011: ELL Methodology within the Classroom – What Works and How
- May 2011: NYSESLAT Dates and Test Administration Information
- June 2011: How to Keep the ELL Learner Challenged and Focused Within the Monolingual Classroom

2. As our students transition from elementary to middle school our staff is supported with ongoing professional development and with our ELL support specialist, Ms. Felicia Bentine who is scheduled for several visits to our school this year.
3. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. are provided within our monthly grade and faculty conferences as well as other corresponding professional development offered on line on a regular basis with an emphasis on ESL instruction and methodology.

Section III. Title III Budget

School: P.S./M.S. 84Q

BEDS Code: 34300010084

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

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	\$ 12572.28	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) Title III After School Program Teacher Per Session – 6 Teachers @ \$49.89/hr X 3hrs/wk X 14 weeks = 252 hours Total with Fringe = \$15266.34
Purchased services A. High quality staff and curriculum development contracts.	\$ 1200.	LEAP – Three (3) Parent/Student Workshops @ \$400 per wkshp \$1200.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 1227.72	Educational Supplies to Support Program – Trade Books/ Paper / Classroom Materials = \$ 1227.72
Educational Software (Object Code 199)	\$ 0	
Travel		
Other		
TOTAL	\$ 15,000	

APPENDIX 31 LANGUAGE TRANSLATION AND INTERPRETATION

We have identified school staff members who will provide translation services, as needed. The procedures that will ensure timely provision of translated documents will be the identification of such documents, the need of the specific language within each classroom and the actual translation procedure provided by the identified school staff.

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

~~During our PTA meetings and other significant meetings, such as School Leadership Team and Parent Teacher Conferences, the~~

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. A survey will be given out to the classrooms with the identified ELL students before such important meetings from our Parent coordinator, in conjunction with our ELL coordinator, to determine the translators needed at such meetings.

Our data is collected from the Home Language Survey (HLIS) that the parents submit to us at the time of registration. A pedagogue who is trained in the HLIS procedures assists the parent while he/she completes the HLIS. Translation services are available to help the parents through the use of the DOE's Translation and Interpretation Services Unit, (for example, our staff calls the translation unit if a parent speaking a foreign language comes into the school and nobody is available in the building who speaks the foreign language). Also, we are pro-active in inquiring whether parents need such translation services during our scheduled parent orientation meetings throughout the duration of the school year.

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://docts.nycenet.edu/docshare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Data from ATS report (RAPL) is reviewed to determine parent/guardian preferred languages for spoken and written communication. We primarily rely on the services of the DOE's Translation Unit to provide translation and interpretation services. When timeliness is an issue, we also rely on our school staff members to translate documents into languages other than English. We prominently display the availability of translation services on a poster in multiple languages as you enter the building as well as in the main office. We provide written notification of parents' rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.

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. Our high incidence languages within our school population are Spanish, Bengali, and Arabic. Our low incidence languages are Urdu, Greek, Albanian, Polish, Turkish, Persian, and Tagalong. During our PTA monthly meetings our current findings are reported to the parents and feedback is included to better provide for our interpretation needs.

Part B: Strategies and Activities

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

We utilize the services of the DoE's Translation Unit for our high incidence languages when sending out written communications.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$245,317	\$11,118	\$256,435
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2453	\$111	\$2564
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12265	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$24531	*	

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

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

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

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

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

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

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

Title I Parent Involvement Policy and Parent-School Compact for P.S./M.S. 84Q

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P.S./M.S. 84Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S./M.S. 84Q’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. P.S./M.S. 84Q will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; and

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

P.S./M.S. 84Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S./M.S. 84Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S./M.S. 84Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a 2dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

P.S./M.S. 84Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Section II: School-Parent Compact

P.S./M.S. 84Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S./M.S. 84Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

-

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- providing parents with Log-in identifications and passwords, to access the Acuity web site and receive reports on their child's results on the Acuity Diagnostic and Predictive Assessments in Literacy and Math, Grades 3 – 7.
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- inviting parents to attend Assembly programs, Honor Assemblies, classroom celebrations, and class trips; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child.

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by parents of children participating in Title I, Part A programs on December 18, 2009 and will be in effect for one year. This Parent Involvement Policy was updated on June 25, 2010. The final version of this document will be distributed to the school community on or before December 31, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

SCHOOL-PARENT COMPACT P.S./M.S. 84Q, The Steinway School

P.S./M.S. 84Q, The Steinway School, 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 2010-2011.

School Responsibilities

P.S./M.S. 84Q 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.)

A comprehensive approach to Balanced Literacy will continue to be utilized which balances the following:

- Word Work
- The delivery of teaching to, with, and by students; and
- The language arts- Listening, Speaking, Reading, Writing, and Viewing:
Reading and Writing Workshops, and a word work lesson are conducted daily. Students move from activities that are teacher directed, where direct instruction is given by the teacher to students, to collaborative activities, where teachers provide instruction with the students, to independent activities, where work is produced by the students with little or no support from the teacher. The Workshop model consists of a mini-lesson, independent/small group work, and share time. Read Alouds, Shared Reading, Guided Reading, and

Independent Reading are components of the Reading Workshop. Modeled Writing, Guided Writing, and Independent Writing are components of the Writing Workshop.

The following strong evidence-based strategies will be incorporated into the Mathematics instructional program:

- Emphasis on conceptual understanding while building a mastery of basic skills.
- Exploration of the full mathematics spectrum, not just arithmetic.
- Nurture higher-order and critical-thinking skills using everyday, real-world problems and situations, while building and maintaining basic skills, including automatic fact recall.
- New learning will be connected to and built upon an existing knowledge base.
- Mathematical content will be taught in a repeated fashion, moving from the concrete to the abstract within problem contexts.
- Pacing will allow students to revisit content in varied contexts, integrating new learning with previous knowledge and experiences, in order to improve retention.
- Daily routines and games will be utilized to build conceptual understanding and ensure mastery of basic skills in authentic and interesting contexts.
- Cooperative learning activities, exploration, and projects will enhance students' acquisition of skills through the use of language, communication, social interaction, tools, and manipulatives.
- Computers will continue to be integrated into the curriculum within classrooms and the technology lab to support student achievement.

The following strategies will be incorporated into the Science instructional program:

- Teachers will implement lessons, aligned with State and City standards, throughout each grade linking literature with science and with the core science curriculum.
- The science lab will provide support through use of manipulatives, hands-on experiences, as well as the inquiry-based method of investigation.
- Teachers will provide instruction and support through use of manipulatives and hands-on experiences.
- Provide professional development necessary to ensure hands-on materials in science are utilized in every classroom on an ongoing basis.
- Provide strategies to link science with literacy, math, and the arts.
- Continue our effort to implement note taking, extended writing of scientific observations, and following the scientific process.
- Computers will continue to be integrated into the curriculum within classrooms and the technology lab to support student achievement.

The following strategies will be incorporated into the Social Studies instructional program:

- Provide exposure to the culture and arts of other nations/regions through the arts and integrate social studies themes and Global Arts curriculum.
- The art cluster teacher will integrate and supplement the social studies program with art related activities.
- Implement the social studies Connections curriculum on each grade, which is aligned with State and City standards.
- Continue instructional strategies that include the analysis of authentic documents, charts, and data that aligns with the NYS Grade 5 Social Studies test.

- Continue to utilize Teacher as Historian, and the LaGuardia Archives Local History program in grades 4 and 5.
- Provide exposure to authentic sources, including intergenerational interviews, research, and field trips to archives and historic sites
- Teachers will provide increased instruction in United States, New York, and World History relative to their grade level.
- Continue our effort to implement note taking, and extended responses.
- Computers will continue to be integrated into the curriculum within classrooms and the technology lab to support student achievement, and increase the opportunities for students to do research on the Internet that will help to integrate writing and social studies skills. Students will use computer software to present multimedia reports on social studies themes and provide the opportunity to improve their presentation 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 Teacher conferences will be held twice a year: November and March in which students' progress and academic achievement is discussed. In addition, parents and teachers arrange individual conferences regarding specific issues and concerns as needed.

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Parents are given Log-in identifications and passwords, so they can access the Acuity web site and receive reports on their child's results on the Acuity Diagnostic and Predictive Assessments in Literacy and Math, Grades 3 – 8.

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
(Describe when, where, and how staff will be available for consultation with parents.)

P.S./M.S. 84Q will hold an annual meeting to inform parents of the school's participation in 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 meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. Parents and teachers can arrange meetings or telephone conversations to discuss specific needs when it is most convenient to both parties: before, during, or after school.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
(Describe when and how parents may volunteer, participate, and observe classroom activities.)

Parents have the opportunity to observe in their child's classroom during Open School Week in November and March. In addition, parents have the opportunity to join Learning Leaders Volunteers in October and November, in order to volunteer in classrooms to support student academic progress. Parents are also invited to attend Assembly programs, Honor Assemblies, classroom celebrations, and class trips.

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.
- Making sure that homework is completed.
- 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.
- Attending Parent-Teacher conferences, PTA meetings, and workshops, as appropriate.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Come to school with materials and assignments, as necessary.
- Come to school prepared to concentrate, listen, and complete my assignments.
- 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.]

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See Needs Assessment Pp. 11-16.

2. Schoolwide reform strategies that:

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

See School Action Plans Pp. 18-31

See School Secondary Goals and Action Plans Pp. 1-29

3. Instruction by highly qualified staff.

- 100 % of teachers are fully licensed and permanently assigned to the school (School Year 2010-11).
- 85.2% of teachers have more than 2 years teaching in this school.
- 73.5% of teachers have more than 5 years teaching anywhere.
- 97.0% of teachers have a Masters Degree or higher.
- 100.0% of core classes are taught by “highly qualified” teachers

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.

- Analysis of ongoing predictive and instructionally targeted assessments to determine individual student needs, as well as the development and implementation of strategies to improve student learning.
- The development of Goals and Targets based on Acuity Data, Running Records, Reading and Writing Units of Study, Everyday Math End of Unit Tests, teacher observation, and/or other pertinent data, by teachers and students in Grades 3-7 to clarify grade as well as individual goals and the targets necessary to achieve mastery of those goals.. Therefore, students, teachers, and parents will have clearly stated expectations, goals, and strategies to help student achievement.
- The development of Goals and Targets based on DIBELS, Reading 3D, Running Records, Reading and Writing Units of Study, Everyday Math End of Unit Tests, teacher observation, and/or other pertinent data, by teachers and students in Grades K -2 to clarify grade as well as individual goals and the targets necessary to achieve mastery of those goals.. Therefore, students, teachers, and parents will have clearly stated expectations, goals, and strategies to help student achievement.
- *Smartboard* training and other aspects of technology to enhance student learning, and integrate technology into the core curriculum areas.
- Renzulli Learning training to enrich student education, and differentiate instruction.
- Educational and professional web sites that supports technology in core curriculum subjects.
- Instructional strategies using web sites and software to enhance learning.
- Integrating technology into the curriculum to improve student achievement, with special emphasis on word processing programs and Internet access for research.
- The components of a balanced, scientifically-based literacy program and a one hundred-twenty-minute (grades K-3) and/or a ninety-minute/literacy block (grades 4-8).
- All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the six dimensions of reading: 1) being able to hear, identify, and manipulate individual sounds (phonemes) in spoken words, and to understand that words are made up of speech sounds or phonemes (phonemic awareness); 2) acquiring letter-sound correspondences and their use in decoding and encoding (phonics); 3) being able to read text fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate strategies to construct meaning from print (comprehension); and 6) developing and maintain motivation to read and become lifelong, independent readers.
- Continued implementation of the Balanced Literacy, phonics, and math programs, with special emphasis on strategies to meet the needs of ELL and special education students.
- Strategies to implement differentiated instruction in literacy and math to support all students at their instructional levels.
- Incorporating varied learning styles into instruction and assessment of learning.
- Strategies to enhance comprehension skills and vocabulary development across content areas.
- Connecting math and literacy.
- Strategies to enable teachers to implement the writing process within the literacy block, with special emphasis on mini lessons, writing mechanics, and teacher/student conferences.
- Implementation of strong evidence-based strategies to improve student achievement in mathematics with emphasis on conceptual understanding while building a mastery of basic skills; exploration of the full mathematics spectrum, not just arithmetic; nurture higher-

order and critical-thinking skills using everyday, real-world problems and situations, while also building and maintaining basic skills, including automatic fact recall.

- The use of specialized strategies to meet the needs of special education students.
- ESL strategies and ELL standards.
- Implementing ESL strategies by monolingual classroom teachers.
- Improving student performance in science through hands-on experiences and following the scientific inquiry model.

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

- Active recruitment at Department of Education sponsored job fair.
- Involvement with the Education and Guidance Departments of local colleges and universities.

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

- Development of a School- Parent Handbook which contains information such as school policy, procedures, programs, schedules, calendars, important telephone and contact numbers, and other pertinent data.
- The hiring of a Parent Coordinator to communicate information to parents.
- Workshops are presented to parents in Nutrition, Literacy, Math, Test-Taking Strategies and Support, and Parents as Learning Leaders.
- Translation services are provided at PTA meetings, Parent Workshops and Parent-Teacher Conferences.
- Newsletters are sent home to inform parents of programs, curriculum, school activities, and services available to families.
- Parents are active members of the School Leadership Team.
- A Parent Survey is conducted, so parents can have input into school programs, curriculum, priorities, and building maintenance.

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.

- Articulation between pre-school teachers and kindergarten teachers to address areas of the early childhood program including social, academic, and emotional growth to help students transition successfully.
- On-going professional development for Pre-K teachers and paraprofessionals, provided by the LSO:ICI and our school.
- Pre-Kindergarten classes visit Kindergarten classrooms to become acclimated to the higher grade.
- Parent workshops are given to assist parents to make their child's transition into Kindergarten emotionally, socially, and academically positive and successful.

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 evaluate their students' progress on NY State standardized tests, Acuity Assessments, DIBELS and Reading 3D, Running Records, informal assessments, and classroom performance measures to determine their instructional program based on these assessments. Teachers have the ability to determine the skills needed to be taught, and whether whole class, small group, and/or individual instruction will best meet the needs of all students. Teachers have the opportunity to discuss student achievement during common planning periods, in grade and faculty conferences, and during conversations with support staff.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students will be evaluated by NY State standardized tests, Acuity Assessments, DIBELS and Reading 3D, Running Records, Item-Skills Analyses, as well as informal assessments to determine students' progress. If students are not mastering necessary skills, they will receive small group and/or individual instruction in class to support their learning. If additional support is needed, they will be referred to the Pupil Personnel Committee for further evaluation, so they may receive additional instruction, such as SETSS, Academic Intervention Services, participate in after-school programs, and/or counseling which best meets their needs.

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.

The Federal, State, and Local programs for which our school receives allocations are as follows: Tax Levy, Title I, Title II, Title V, Title III, PCEN, Chapter 53, ERSSA Special Needs/AIS, Federal EGCISz Reduction, IDEA Special Needs/AIS, State Magnet Grant, and Part 154 Bi/LEP

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	✓			\$245,317 -1% (\$2,453) -5% (\$12,265) -10% (\$24,531)	✓ Pp. 32-48
Title I, Part A (ARRA)	Federal	✓			\$11,118 -1% (\$111)	✓ Pp. 32-48
Title II, Part A	Federal	✓			\$233,442	✓ Secondary Goals Pp 1-3, 5-8
Title III, Part A	Federal	✓			(\$15,000) TBA	✓
Title IV	Federal			✓	0	
IDEA	Federal	✓			\$69,693	✓ Pp. 45-48
Tax Levy	Local	✓			\$2,065,347	✓ Pp. 32-48. Secondary Goals Pp. 1-29

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

DOES NOT APPLY

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

DOES NOT APPLY

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

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

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

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

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring **DOES NOT APPLY**

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

School Under Registration Review (SURR)

REVISED JANUARY 28, 2011

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) DOES NOT APPLY

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
DOES NOT APPLY	DOES NOT APPLY	DOES NOT APPLY

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: 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.)

Currently, the number of students in temporary housing is: 1 .

2. Please describe the services you are planning to provide to the STH population.

To better serve the students in temporary housing, the following plan is in place:

- We monitor attendance, since they are bused to our school
- The Parent Coordinator and Guidance Counselor provide outreach to parents/guardians.
- The Guidance Counselor provides guidance intervention if mandated.
- Outreach to the liaison at the temporary housing facilities.
- Students in temporary housing attend after-school programs, which consist of academic assistance, physical fitness and team sports through CHAMPS, as well as art workshops.

Part B: FOR NON-TITLE I SCHOOLS DOES NOT APPLY

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 084 Steinway							
District:	30	DBN:	30Q08	School		343000010084		
DEMOGRAPHICS								
Grades Served:	Pre-K	v	3	v	7	v	11	
	K	v	4	v	8	v	12	
	1	v	5	v	9		Ungrade	v
	2	v	6	v	10			
Enrollment				Attendance - % of days students attended:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
Pre-K	36	36	36		94.5	94.7	94.5	
Kindergarten	48	41	49	Student Stability - % of Enrollment:				
Grade 1	57	44	38	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 2	42	50	41		92.9	93.4	91.3	
Grade 3	68	48	52	Poverty Rate - % of Enrollment:				
Grade 4	52	68	53	<i>(As of October 31)</i>	2008-	2009-	2010-	
Grade 5	54	52	64		71.1	85.3	85.3	
Grade 6	31	25	24	Students in Temporary Housing - Total Number:				
Grade 7	20	29	22	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 8	0	21	31		0	1	1	
Grade 9	0	0	0	Recent Immigrants - Total Number:				
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-	
Grade 11	0	0	0		7	6	10	
Grade 12	0	0	0	Special Education				
Ungraded	0	1	2	<i>(As of October 31)</i>	2008-	2009-	2010-	
Total	408	415	412					
Special Education				Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
# in Self-Contained Classes	13	12	12	Principal Suspensions	0	0	12	
# in Collaborative Team Teaching (CTT)	37	35	30	Superintendent Suspensions	0	0	1	
Number all others	19	18	17	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-	
				CTE Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-	
# in Dual Lang.	0	0	TBD		35	35	35	
# receiving ESL services only	80	69	TBD	Number of Teachers				
# ELLs with IEPs	6	19	TBD	Number of Administrators and Other Professionals	7	8	4	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	2	1	5	

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	97.1	100.0	97.2
				% more than 2 years teaching in this school	68.6	71.4	80.0
				% more than 5 years teaching anywhere	74.3	68.6	71.4
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		94.0	94.0	94.3
American Indian or Alaska Native	0.5	0.5	1.0	% core classes taught by "highly qualified" teachers	96.4	100.0	94.6
Black or African American	2.2	2.4	4.4				
Hispanic or Latino	40.9	38.6	36.9				
Asian or Native Hawaiian/Other Pacific	16.2	16.6	15.0				
White	40.0	41.0	42.5				
Male	49.8	50.1	50.0				
Female	50.2	49.9	50.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	v	v	-				
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	38	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	21.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

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

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