



P.S. 085 JUDGE CHARLES VALLONE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 085 JUDGE CHARLES VALLONE
ADDRESS: 23-70 31 STREET
TELEPHONE: 718-278-3630
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 343000010085 **SCHOOL NAME:** P.S. 085 Judge Charles Vallone

SCHOOL ADDRESS: 23-70 31 STREET, QUEENS, NY, 11105

SCHOOL TELEPHONE: 718-278-3630 **FAX:** 718-278-8312

SCHOOL CONTACT PERSON: Ann Gordon-Chang **EMAIL ADDRESS:** AGordon@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Irene Daniel

PRINCIPAL: Ann Gordon-Chang

UFT CHAPTER LEADER: Mary Najeddine

PARENTS' ASSOCIATION PRESIDENT: janet gordillo

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** CFN - NETWORK 2.02

NETWORK LEADER: NANCY DIMAGGIO/VIVIAN SELENIKAS/William Manekas

SUPERINTENDENT: DR. PHILIP COMPOSTO

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
Ann Gordon-Chang	Principal	Electronic Signature Approved. Comments: made minor Title three revisions. SLT approve plan made ELL revisions team approves Many members were unable to sign in to approve. I have approval to sign off.
irene daniel	UFT Member	
irene athanasatos	UFT Member	
karen pang	UFT Member	
janet gordillo	Parent	
jennifer collado	Title I Parent Representative	
xenia kokkodis	Parent	
pauline farrugio	DC 37 Representative	
nora seda	Parent	
Teresa Palafox	Parent	
Christine O'Keefe	Parent	
mary najeddine	UFT Chapter Leader	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 85Q, the Judge Charles J. Vallone School, is a Pre-K through 5 school in Astoria, Queens. It serves a population of 545 children from culturally diverse backgrounds. The community is home to immigrants from many countries. Ten percent of the students in grades K-5 are English Language Learners (ELLs). Thirteen percent of the students have Individual Education Plans (IEPs). Citywide gifted kindergarten, first and second grade classes have been established. In addition, we have two district-wide third grade gifted classes.

The school plan consists of a well-maintained, 104-year-old main building with a fully restored vintage auditorium, plus eight transportable classrooms.

P.S. 85Q maintains its vision to provide high-quality, data-driven, differentiated instruction.

Administrators, staff developers and teachers collaborate to design and implement a comprehensive academic program that meets the needs of all students.

Data collection, analysis and planning are supported by ongoing professional development. The Schoolwide Enrichment Model (SEM) through Renzulli scaffolds an enrichment program that considers our local resources, student populations, leadership dynamics and faculty strengths and creativity.

Grants and partnerships also support professional development in ESL, Technology and emotionally responsive practices.

ACUITY Diagnostic and Predictive Assessments in conjunction with ACUITY Instructional Resources drive a technology-based intervention program for struggling students and provide enrichment material for achieving students. Teachers utilize appropriate internet sites for individualized reinforcement and enrichment activities.

A strong home/school connection that emphasizes open communication empowers parents to participate in all aspects of school life. Written and electronic communications, regular meetings, workshops and celebrations encourage parents to be active participants in their child's school experience. The School Handbook, Curriculum Newsletters and important notices are translated into several languages. Parent breakfasts are a forum for round table discussions between the parents and the principal. The coaches and the Parent Coordinator collaborate on Curriculum Newsletters and parent workshops.

The comprehensive school website provides information and links to resources, while an email distribution list facilitates speedy electronic communication with parents.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 085 Judge Charles Vallone								
District:		30	DBN #:		30Q085	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		85	67	66			94.6	95.3	TBD	
Kindergarten		72	93	86						
Grade 1		65	74	85	Student Stability - % of Enrollment:					
Grade 2		65	63	90	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		61	68	57			93.6	94.48	TBD	
Grade 4		42	58	63						
Grade 5		67	40	57	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			69.2	69.2	84.2	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			0	3	TBD	
Grade 12		0	0	0						
Ungraded		3	0	9	Recent Immigrants - Total Number:					
Total		460	463	513	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							1	7	6	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		22	24	24	Principal Suspensions		6	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		40	25	29	Superintendent Suspensions		1	0	TBD	
Number all others		7	5	15						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	82	82	59	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	23	1	15	Number of Teachers	36	37	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	14	TBD
				Number of Educational Paraprofessionals	2	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	77.8	81.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	61.1	62.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	95	TBD
American Indian or Alaska Native	0.9	1.1	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.2	87.3	TBD
Black or African American	1.7	2.4	3.5				
Hispanic or Latino	38.5	35.9	34.1				
Asian or Native Hawaiian/Other Pacific Isl.	22.6	24.8	24.4				
White	36.3	35.9	36.5				
Multi-racial							
Male	55.4	49.7	48.5				
Female	44.6	50.3	51.5				
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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	73.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

- Collaboration and communication between staff and administrator support teachers as they work toward whole school goals. Through comprehensive and flexible collaborative planning, timely changes to curriculum and instruction accelerate progress.
- Teachers are committed to providing instruction that is compelling and actively involves students in their own learning. Teachers regularly collect and analyze data for this purpose.
- A positive climate of mutual trust and respect between staff and students fosters students' personal academic achievement. Students are actively and regularly involved in assessing their own work and setting goals.
- The school and parents work together in partnership, sharing regular information that maximizes student achievement.
- The administration provides ongoing, differentiated professional development through coaches/mentors, consultants and the CFN 2.02.
- Based on results of the 2010 English Language Arts Assessment, the median growth percentile was 69.5% and the median growth percentile for the school's lowest third was 64.0%. The data indicates that the school needs to focus on more non-fiction reading and writing within the classroom.
- In addition, PS 85Q continues to make AYP in ELA and Math for all sub-groups.
- 62% of grades 2-4 tested at the proficient level and 35% of K-1 students tested at the proficient level. This data suggests that our students are making positive progress as they move up the grades in acquiring academic English language skills. The data suggest that the school needs to focus on reading and writing to support the ELLs.
- In Social Studies 95% of tested students scored at level 3 and 4.
- AWARD Reading Program was implemented in self-contained ESL classes in K, 1 and 2. The Kindergarten program now serves as a model for other schools.
- Through flexible grouping during the Extended Day, struggling general education students in need of focused, explicit instruction in Phonemic Awareness/Phonics/Word Work are able to work with a trained Wilson instructor. Grants support professional studies and instruction in Social Studies, Robotics, and Science Grants.
- Through Bank Street teachers participate in a program to develop Emotional Responsive Practices.
- Analysis of the available data indicates that P.S. 85Q needs to continue to focus on the individual needs of students in all groups, including high achieving students. Students in Levels 3 and

4 showed the smallest change in student proficiency in both Reading and Math. Explicit attention to the enrichment needs of students in this group is needed.

- There is a great need to provide differentiated support to all students especially those who score in level 3 and 4, as a result the school has implemented a schoolwide enrichment program through Renzulli learning program, a technological based program which focuses on individual student affinities.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> 1. The students in grades 3 will progress toward achieving math skills as evidenced by 2% increase in math performance by June 2011 as measured by the MAI assessment.	<input type="checkbox"/> The Everyday Math Program is in place in grades K-5. This curriculum is in alignment with the New York State Core Curriculum Standards, supporting the goal of ensuring that all students learn to value mathematics, become confident in their ability to do mathematics, become mathematical problem solvers, learn to communicate mathematics, and learn to respond mathematically.
<input type="checkbox"/> 2. By June 2011, 97% of all classroom teachers will engage in differentiated data analysis professional development.	<input type="checkbox"/> In keeping with the recommendations of the Teacher Performance Standards (TPF), professional development, intensive, job-embedded coaching and support in all content areas is provided for both newer and experienced teachers through the Teacher Center/Math Coach, Core curriculum Standards pilot Staff developers,AUSSIE, consultants, ISC support personnel and IZONE staff developers.
<input type="checkbox"/> 3. By June 2011, students in grades 3, 4, and 5 at PS 85Q, including Students with Disabilities and Limited English Proficient subgroups, will increase their achievement towards meeting the New York State Core Curriculum Standards as evidenced by a 2% increase on the Reading Assessment Inventory (RAI).	<input type="checkbox"/> Teacher’s College model for Reading and Writing Workshop is the framework for Balanced Literacy in P.S. 85. The 90 minute Literacy Block incorporates Read Aloud, Shared Reading, Guided Reading, Independent Reading, conferences, and small group strategy lessons as appropriate to grade expectations and student needs.
<input type="checkbox"/> 4. Advanced English Language Learners will improve their academic language as evidenced by 2% increase in the number of students who score at the Intermediate or Advanced on the NYSESLAT reading and writing	<input type="checkbox"/> The ESL program at P.S. 85Q is a combination of self-contained classes and push-in support. Emphasis continues to be placed on meeting the needs of Level 1, 2 and 3 English Language Learners in developing

components by June 2011.	both academic and social language.
<input type="checkbox"/> 5 . By June 2011,Grade 4 students will attain 75% of the New York State Standards\Common Core Curriculum Standards as measured by the FOSS science periodic-interim assessments and FOSS investigation checklist.	<input type="checkbox"/> PS85Q will use scientific based, standard based programs of instruction, including FOSS. Students apply their knowledge as they conduct research, carry out experiments, analyze information, synthesize information and ultimately draw conclusions based on scientific exploration and discovery.

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) :

math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 1. The students in grades 3 will progress toward achieving by 2% increase in math performance by June 2011 as measured by the MAI assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Our school supports problem solving, writing in math and math journals, critical thinking, communication and making connections in math. • Assessment supports the learning of important mathematics concepts. Assessment information to both teachers and students. Assessment includes formative, product and periodic assessment. • Student interaction encourages articulation and clarification of concepts. • Teachers use such tools as “slates,” projects, portfolios, class sets, checklists, math inventories, math logs, etc. to assess student learning. Assessments help students establish goals and become independent learners. • The use of rubrics and their implementation has been incorporated into instruction at P.S.85Q. • Professional development is offered to the staff in developing math areas. • Modeling and collaborative planning is being utilized to enhance math instruction. • Everyday Math Routines, Everyday Math Games, Math Literature, Problem Solving and use of technology are important components of math instruction. • Classroom teachers are providing students with the opportunity to demonstrate mathematical knowledge through problem solving. • Math “writing” is being imbedded on a daily basis. Writing in math provides an opportunity to engage in creative, cognitive, affective, and social learning. Interactive word walls are being used in each classroom to support and encourage “accountable talk,” a technique used by our teachers. Elements of Instruction, a brain research regional initiative that supports retention. • Math literature has been purchased and is being utilized in classrooms. These books vehicles for motivating children to think and read, to connect math to literacy, and demonstrate the importance of math in the world. • The implementation of games is utilized for mathematical skills. • Continue Every Day Math program, including exploration with manipulatives and games to meet the needs of all students. • Scaffolded instruction to support mastery in computation, problem solving.

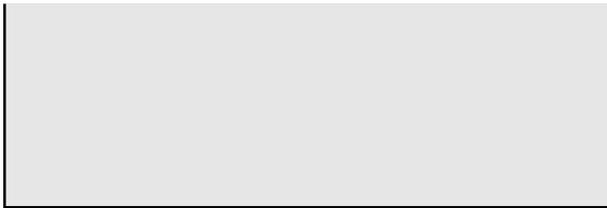
	<ul style="list-style-type: none"> • Intensive language acquisition to develop Academic English • Small group and individual Math support for targeted students implementing QTEL scaffolding strategies.. • Academic rigor for all students fostering higher order thinking Education, and Gifted and Talented students. • Refine our Math/Literacy connection through math related literacy • Flexible grouping and differentiation to meet individual needs • Academic Intervention Services (AIS) for at risk students in • Accelerate and enrich learning for Gifted and Talented and a through curriculum compacting. • Pearson SuccessMaker will provide individualized supplement Grade 3 students math computer activities on their personal • Teachers will receive support from Common Core Curriculum summer and throughout the academic school year. • RenzulliLearning online activities give individualized enrichment including Grades 3 .
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • Classroom Teachers • Principal • Assistant Principal • Math Coach • ESL Teachers • SUPPORT • Tax Levy Fair Student Funding • Title 1 SWP • EGCSR State Program • Title III LEP • Title IIB Grant • Children First Inquiry Team • Children First Funding • EGCSR Fed Program Title IIA • TL FSF Legacy Teacher Supplement • TL IEP Para • Contract for Excellence • ARRA funding • IZONE Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • ACUITY will be administered twice yearly--Instructionally Ta November and March. Predictive: January and February. • Everyday Mathematics (EDM) end of unit assessments will • Rubrics and checklists will be utilized daily. • Projects will be assessed monthly. • Pearson SuccessMaker Work Sampling Assessments will p assessments and reports that forecast student, class and so

**Subject Area
(where relevant) :**

N/A

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>2. By June 2011, 97% of all classroom teachers will engage in analysis professional development.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>In 2010-2011 professional development emphasis will be placed on the use of differentiated practices schoolwide and the alignment of assessment with instruction of all students. After-school workshops and study groups will be held regularly to provide opportunities for professional growth and study. Professional development will include, but not be limited to: ESL, differentiation within the classroom, and developing effective centers. An extensive collection of resources, including mentor texts and other materials to support instruction is available in the school library.</p> <ul style="list-style-type: none"> • Arrange for inter-visitations of target staff to observe master teachers in their classrooms and at other schools. • Use needs assessment questionnaire completed by staff regarding professional development to be offered on professional development days and at conferences. • Math coach will provide training in the implementation of the New York State Standards curriculum and State test preparation. • Math Coach will demonstrate lessons aligned with teacher needs. • Math Coach engages teachers in Best Practices aligned with the Performance Standards. • On-going staff development by science teacher on using science journals. • Teachers will attend ESL PD and study group. • Professional development provided by CFN - support person. • ACUITY PD facilitated by DOE consultant . • Data team will turn key training to instructional staff. • Disseminate Best Practices in Literacy and Math • Best Practices aligned with effective instruction. • Disseminate Weekly Staff Newsletter. • Engage teachers in the alignment of their teaching with the Performance Standards through goal setting. • Explicit professional development has been provided in all content areas. Literacy/Math the workshop model, instructional strategies, classroom environment, organization and management, planning and implementation. • Collaborative planning is encouraged and scaffolded by the principal. • The teachers collaborated on literacy curriculum maps and maps aligned with school specific needs and resources for each grade level. incorporated the Columbia Reading and Writing Calendar redeveloped based on teacher reflection and feedback, and give special attention to the needs of the P.S. 85Q student population. • IZONE staff developers will provide weekly professional development for Grades 3 and 5 teachers on the integration of the Pearson Science Know to our current Math program and Balanced Literacy program. • Teachers will receive support from Common Core Curriculum

	summer and throughout the academic school year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • ARRA Funding • Title I • Inquiry Team Funding • Fair Student Funding • C4E Funding • Coach for Math - to provide professional development in using data to drive instruction in math. • Inquiry Team and Data Specialist - The main Inquiry Team will use data for staff members and for the target groups. • CFN Network Leader - to provide instruction and support in using data to differentiate instruction. • Principal • Assistant Principal • Math Coach • ESL Teachers • SUPPORT • Tax Levy, Children First • Title II • Title III • Title IIA • TL FSF Legacy Teacher Supplement • TL IEP Para • Contract for Excellence • IZONE Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <p>Effectiveness will be measured through observation of teacher growth and authentic materials into classroom practice, student product, and professional learning and growth. Teacher growth will be measured using the Continuum of Teacher Development rubric from Beginning to Innovative. In addition, P.S.85Q engages in periodic review of teaching evidence.</p> <ul style="list-style-type: none"> • Weekly formal and informal observations • Monthly review of agendas • Monthly review of Professional development logs • Monthly review Coach binders • Monthly review Faculty binders • Teacher Performance Review three times yearly • Monthly review of student portfolios • Weekly review of student work <p>The above will point to evidence of teachers attaining differentiating student learning.</p>



Subject Area
(where relevant) :

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 3. By June 2011, students in grades 3, 4, and 5 at PS 85Q, in Disabilities and Limited English Proficient subgroups, will increase towards meeting the New York State Core Curriculum Standards for English Language Arts with an increase on the Reading Assessment Inventory (RAI).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Implement all components of Balanced Literacy; Independent Reading, Read Aloud, Readers and Writers Workshops, Reading Libraries, Word Study, and Literacy Centers. • Schedule 90 minute workshop blocks with and additional 45 minute Work. • Continue to implement selection of reading "Just Right Books" and reading logs. • Flexible grouping and differentiated instruction to meet diverse learning styles. • Professional development by AUSSIE Consultant and Literacy Coaches. • Inter-visitations and support. • Participation of students, staff and parents in activities such as Spelling Contest, Poetry Contest, Literacy Week, Author's Celebration, Book Presentations and Student Newspaper. • Parent workshops on literacy Academy Awards for Reading. • Instruction is supported by leveled fiction and nonfiction libraries, leveled short selections, big books, charts, manipulative materials, and audio tape/book sets. • Grouping is flexible and based on students needs. • Conferences and ongoing assessment inform instruction, with differentiated abilities and learning styles. • Systematic, explicit phonics and regular word work are in place school-wide. • Interactive Word Walls support the development of sight vocabulary. • SmartBoard technology is integral to workshop instruction in classrooms, providing opportunities to clarify teaching points and foster interactive engagement of all students. • Teachers will receive support from Common Core Curriculum Institute in summer and throughout the academic school year. • Pearson SuccessMaker will provide individualized supplemental activities for Grade 3 students literacy computer activities on their personal IZONE Grant. • Time To Know will provide differentiated instruction on student

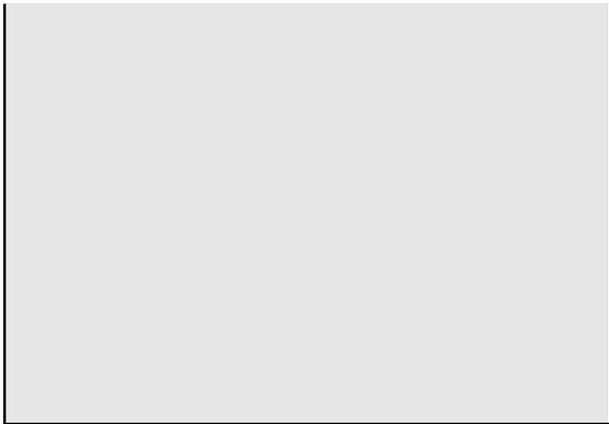
	<p>Grade 5 students in literacy by blending technology with the lessons.</p> <ul style="list-style-type: none"> • IZONE staff developers will provide weekly professional development for Grades 3 and 5 teachers on the integration of the Pearson SuccessMaker Know to our current Balanced Literacy program. • Renzulli Learning online activities give individualized enrichment including Grades 3-5. •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Math Coach • ESL Teachers • Tax Levy Fair Student Funding • Title 1 SWP • EGCSR State Program • Title III LEP • Children First Inquiry Team • Children First Funding • EGCSR Fed Program Title IIA • TL FSF Legacy Teacher Supplement • TL IEP Para • Contract for Excellence • ARRA • IZONE Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Daily classroom observations and conference data collected to monitor student progression through reading levels and improvement in writing. • Monthly examination of Reading and Writing notebooks and portfolios for evidence of progression through the units of study in literacy and mastery of grade appropriate indicators and competencies. • Monthly Feedback at faculty conference and grade meetings. • Interim Assessments- including RAI is administered three times a year in February, May. • ACUITY will be administered twice yearly--Instructionally Taught in November and March. Predictive: January and February. • Results of the Quality Review, Schoolwide Survey and the FOCUS are reviewed in September, January and June. • Assessment Results contained in the annual School Report Card are reviewed in January and June. • Pearson SuccessMaker Work Sampling Assessments (Grade 5) and other assessment tools (Grade 5) will provide additional monthly reports that forecast student, class and school achievement in literacy.

**Subject Area
(where relevant) :**

English as a Second Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>4. Advanced English Language Learners will improve their academic skills evidenced by 2% increase in the number of students who score Advanced on the NYSESLAT reading and writing components</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>The ESL program at P.S. 85Q is implements small group instruction to ELLs through pull-out/push-in ESL programs. Emphasis continues to be placed on meeting the needs of English Language Learners in developing both academic and social language. Language is provided throughout the day, across the core curriculum. In 2010-2011, self-contained fully licensed ESL teachers are scheduled for grades K, 1 and 2. One push-in ESL teacher is in the remaining classes.</p> <p>The following will also be implemented:</p> <ul style="list-style-type: none"> • Provide assistance and support to ESL staff through the use of the ESL Instruction Manual • Provide additional instructional time for identified students through a Saturday School program • All teachers who service our ELLs will focus on the strengths of our Beginning Level students • The initial instruction will focus on Basic Inter-Communication Skills (BICS) and Academic Language Proficiency (CALP) while gradually introducing vocabulary and phonemic awareness in order to improve their reading, writing, speaking and listening skills. • Award Reading is in place in grades K-2 and Rigby Language Immersion Program in grades K – 5. • Incorporating a Balanced Literacy Program with a strong component of social studies as well as just right books and trade books of high interest and easy to read. • Way To English and Award Reading programs. • Through buddy work, peer work, and small group work the more advanced students at the beginning level using language to explain the concepts taught in order to think and solve problems. • Modified Instructional Strategies (scaffolding) • Provide extra time to implement the skills and strategies needed in each unit. • Vocabulary will be presented before, during and after literacy activities and in the vocabulary. • Utilize Getting Ready for The NYSESLAT. • Integrate Content and Language Goals for each unit of study as needed. • Provide support for vocabulary and syntax so students can reach next level. • Active engagement will be integrated throughout the instruction of ELL students. • Extend conferences in order to provide more time for conversation for the students during wait time. • Substitute mini-lessons with language mini- language lessons stressing vocabulary and will be implemented. • Build prior knowledge and vocabulary before read alouds. • Continue to implement flexible grouping, utilizing differentiated instruction to meet the children's diverse instructional needs supported by early intervention Paraprofessionals as well as classroom teachers. • Instruction is driven by the ELLs language acquisition levels and aligned with the state standards. • Content area studies is scaffolded, and listening, speaking, reading and writing are at the appropriate levels. Leveled classroom and Guided Reading selections are considered.

	<p>level.</p> <ul style="list-style-type: none"> • Fiction and nonfiction selections are supportive of the curriculum and at ELLs as they move through the levels of language acquisition. • Multicultural Scholastic ESL Libraries have been purchased for every classroom. English/Spanish nonfiction titles. • Additional support is provided for Newcomers to develop social language and phonics skills in order to facilitate and support the development of academic language. • Newcomers are partnered with more advanced ELLs who speak the same language and social support as they become acclimated to their new school. • Text/audio books are used in all available languages. • Through Schoolwide Programs, P.S. 85Q supports language development for English Language Learners by providing them AIS services in all areas. • Pearson SuccessMaker will provide individualized supplemental support for students, including ELLs, literacy and math computer activities on their laptops through the IZONE Grant. <p>Time To Know will provide differentiated instruction on students' laptops including ELLs, in literacy and math by blending technology with thematic units.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Math Coach • ESL Teachers • SUPPORT • Tax Levy Fair Student Funding • Title 1 SWP • EGCSR State Program • Title III LEP • Children First Inquiry Team • Children First Funding • EGCSR Fed Program Title IIA • TL FSF Legacy Teacher Supplement • TL IEP Para • Contract for Excellence • ARRA • IZONE Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Daily classroom observations. • Conference data collected monthly indicating progression through reading and written expression. • Monthly examination of Reading and Writing notebooks and portfolios to indicate progression through the units of study in literacy and movement towards indicators and competencies. • Feedback at faculty conference and grade meetings scheduled monthly. • MCLASS and Dibels reports are reviewed in September, January, and June. • NYSESLAT reports are reviewed in September and June. • BESIS report is reviewed in January and June. • Reading Interim Assessments, including RAI and MAI, are administered in January and June.



- ACUITY is administered in November and May.
- Results of the Quality Review, Schoolwide Survey and the Progress Report are administered in January, and June.
- Assessment Results contained in the annual School Report Card are reviewed.
- Rigby On Our Way to English Assessment are administered three times a year.
- FUNDATIONS is administered weekly.
- AWARD Reading assessments is administered bimonthly.
- Pearson SuccessMaker Work Sampling Assessments (Grade 3) and Time to Learn (Grade 5) will provide additional monthly measurements and reports that track school achievement in literacy and math.

**Subject Area
(where relevant) :**

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 5 . By June 2011, Grade 4 students will attain 75% of the New York State Common Core Curriculum Standards as measured by periodic-interim assessments and FOSS investigation checklists.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Science Teacher will target grade 4 twice a week when possible. • Science Teacher will support to classroom teachers. • Continued use of science journals to record learning and observations, developing casual and inferential thinking. • Enhance science literature resources in school library, classroom Resource Center and science lab. • Enhance classroom science centers that include inquiry materials. • Continue to develop Science and Literacy connections through reading. • Implement trips to Alley Pond Environmental Center, Fort Totten Park, and the New York Botanical Garden for environmental studies. • Implement in-class hands-on experiments by Fort Totten Park. • Implement guided life science trips to Central Park Zoo for Gifted and Talented, Special Education, and ELL students. <input type="checkbox"/> • Continue to align science lab instruction with classroom instruction. • Provide additional hands on science materials to scaffold complex concepts for students, especially ELLs and Special Education students. • Align New York City Department of Education's Elementary Science Sequence along with New York State Core Curriculum Standards. • Academic rigor for all students fostering higher order thinking skills through Science Education. • Flexible grouping and differentiation to meet individual needs. • Align Science and math through use of FOSS Science modules. • Teachers will receive support from Common Core Curriculum standards during summer and throughout the academic school year.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Classroom Teachers • Principal • Assistant Principal • Math Coach • ESL Teachers SUPPORT • Resources/Cost/Funding Source • Tax Levy Fair Student Funding • Title 1 SWP • EGCSR State Program • Title III LEP • Children First Inquiry Team • Children First Funding • ARRA • RESO-A • STEM Grant • Title IIB Grant • EGCSR Fed Program Title IIA • TL FSF Legacy Teacher Supplement • TL IEP Para • Contract for Excellence
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Individual student journals are accessed weekly. • Daily classroom informal and formal observations. • Feedback and discussions at grade conferences monthly. • Teacher surveys on inventory in January and June. • Results of Quality Review analyzed in September and June. • School Report Card analyzed in June and January. • FOSS informal investigation checklist monthly. • FOSS periodic units of study interim tests bi-weekly. • New York State Science Exam results analyzed in September

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	Se
	# of Students Receiving AIS	# of Students Receiving AIS	# R				
K	6	8	N/A	N/A	2	1	
1	6	8	N/A	N/A	2	1	
2	16	18	N/A	N/A	3	1	
3	17	15	N/A	N/A	2	1	
4	16	17	14	12	2	1	
5	16	17	12	14	2	1	
6							
7							
8							
9							
10							
11							
12							

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services indicated in column one, including the type of program or strategy (e.g., Whole Class, 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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> AIS is multi-pronged in PS 85Q. The AIS team determines the specific alignment of AIS services specific to individual student needs. <p>The classroom teachers engage in Tier 1 support which includes the utilization of the Reading program, differentiating lessons, small group work, one to one support, and technology based intervention.</p> <p>Tier II intervention is more intense academic intervention which includes Literacy support from the IEP teacher and additional instructional support during extended day and Saturday Academy.</p> <p>Tier III is when Tier II support is not sufficient in efforts towards continuous improvement. Students are referred for special education evaluation that can result an IEP for the student's placement in a more appropriate placement to support their academic needs.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> The classroom teachers engage in Tier 1 support which includes the utilization of EDM, differentiating lessons, small group work, one to one support, and technology based intervention. <p>Tier II intervention is more intense academic intervention which includes Literacy support from the IEP teacher and additional instructional support during extended day and Saturday Academy.</p> <p>Tier III is when Tier II support is not sufficient in efforts towards continuous improvement. Students are referred for special education evaluation that can result an IEP for the student's placement in a more appropriate placement to support their academic needs.</p> <p>Programs include EveryDay Counts-Calendar Math (K-3), Planning Guide (K-3), Alignment Calendar), CAB Math Block (50 minutes), and Workshop Model (as supported by Teacher's Lesson Guide)</p> <p>AIS implements ongoing learning and Practice Math Journal (Math Messages, Math Practice/Enrichment/Minute Math, Games/ Skills/Test Sophistication, Assessment Rubric usage), Problem Solving, "Writing-in-Mathematics"</p> <p>Teachers of 3-5th grade students utilize instructional materials and resources including Everyday Mathematics, Math STEPS Teaching Guide, Pacing and Alignment Calendar, CAB, Math Block (50 minutes), Workshop Model (as supported by Teacher's Lesson Guide), focused lessons, Ongoing Learning and Practice Math Journal.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>The AIS team determines the specific alignment of AIS services specific to individual student needs.</p> <p>The classroom teachers engage in Tier 1 support which includes the utilization of the Reading program, differentiating lessons, small group work, one to one support, and technology based intervention.</p> <p>Tier II intervention is more intense academic intervention which includes Literacy support from the IEP teacher and additional instructional support during extended day and Saturday Academy.</p> <p>Tier III is when Tier II support is not sufficient in efforts towards continuous improvement. Students are referred for special education evaluation that can result an IEP for the student's placement in a more appropriate placement to support their academic needs.</p> <p>FOSS hands-on materials and non-fiction science libraries are intergral in</p>

	who are at risk of not meeting New York State Science Performance Standards.
Social Studies:	<input type="checkbox"/> The AIS team determines the specific alignment of AIS services specific to student needs. The classroom teachers engage in Tier 1 support which includes the utilization of the Reading program, differentiating lessons, small group work, one to one student support, and technology based intervention. Tier II intervention is more intense academic intervention which includes Literacy support from the IEP teacher and additional instructional support during extended day and Saturday Academy. Tier III is when Tier II support is not sufficient in efforts towards continuous improvement and students are referred for special education evaluation that can result in an IEP for the student's placement in a more appropriate placement to support their academic needs. The NYSTROM hands-on Social Studies curriculum engages students in learning through various learning styles. Document Based Questions along with primary sources supports AIS students in meeting New York State Social Studies Performance Standards.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The guidance counselor provides AIS support to students to support their academic and wellness.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The psychologist provides support to students who need additional services aligned with their academics. The School Psychologist will provide additional services for students who have emotional challenges or difficulty transitioning within school routines
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The Social Worker provides support to students which supports their academic needs. He will provide clinical counseling services for students who have emotional challenges or difficulty transitioning within the school routines
At-risk Health-related Services:	<input type="checkbox"/> The Nurse provides health related services to students which support their academic needs. This includes administering of medication, monitoring students, monitoring students with allergies and ensuring that student support materials appropriately.

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

NCLB/SED requirement for all schools

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

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

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

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in 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 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). 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 funding). A new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)
Grades 3, 4 and 5

Number of Students to be Served:
LEP 57
Non-LEP 22

Number of Teachers 6
Other Staff (Specify) 1 Administrator
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.

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- P.S. 85Q Title III provides English Language Learners (ELLs) with supplemental instruction in a Afterschool Academy. Afterschool Academy classes will meet a total of 10 sessions in the following months: February - April 2011 from 3:15-4:45. Group sizes will be maintained at 12-15 students per teacher. There will be a total of 6 classes for the Afterschool Instructional Academy serving approximately 45 ELLs and transitional ELLs. Certified ELL and CB Teachers with training will work collaboratively and provide supplemental instruction in alignment with the New York City and New York State Performance Standards.
- Students including Special Ed ELLs, receive instruction based on the same curricula (i.e. Readers Workshop, Writers Workshop and Everyday Mathematics.)
- During the day, the instructional programs will provide 360 minutes per week of ESL instruction for ELLs at the Beginners and Intermediate levels. ELLs at the Advanced level receive 180 minutes per week of ESL instruction.
- The Title III instructional program will service ELLs in grades 3, 4 and 5, who score at the Beginning, Intermediate and Advanced levels of the NYSESLAT. Transitional ELLs will also be attending the Saturday Academy. The Afterschool program will provide instruction in ELA and Mathematics. Students will receive reinforcement in listening, higher order thinking, reading, writing, and grammar in ELA. In mathematics support will be given on problem solving based on the performance indicators.
- Studies have shown that multi-sensory learning greatly increases English level proficiency in ELLs. Materials such as leveled library books, large chart tablets, multimedia interactive software, visual and auditory aids and word manipulatives help students use various senses to listen, speak, read and write more proficiently, according to the New York state Performance Standards in English.
- Supplemental material will be provided to augment English and Math instruction. General instructional supplies such as chart paper, markers, assessment sophistication material, and certificates of achievement will be purchased.

Studies have shown that multi-sensory learning greatly increases English level proficiency in ELLs.

Materials such as leveled library books, large chart tablets, multimedia interactive software, visual and auditory aids and word manipulatives help students use various senses to listen, speak, read and write more proficiently, according to the New York state Performance Standards in English.

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.

PS 85Q professional development programs will focus on providing teachers with scaffolding and differentiated strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the New York State Performance Standards and achieve higher scores on all State assessments. These professional development sessions will be facilitated by the ELL CFN 2.02 Network Support Staff, Supervisors, the Math Coach, ELL teachers and DOE/ELL Support Specialists Consultants.

The Network Support Specialist will provide ELL, General Education, and Special Education teachers with professional development on effective teaching strategies and practices. The workshops will provide a better understanding on how to meet ELL Standards and raise levels of English proficiency for ELL students.

Topics which will be addressed during the professional development are:

- * Identifying the ELL and developing interventions for the ELL.
- * Using the balanced literacy model to meet the needs of ELLs.
- * Scaffolding across all curricula areas.
- * Collaborative planning on differentiated instructional strategies to meet the students' needs.
- * Strategies needed to prepare ELLs to meet the State Standards and to gain a clear understanding of Learning Standards of English as a Second Language and the NYSESLAT.
- * Professional development will also focus on the assessment of the ELL student and how to improve the English proficiency and integrated content instruction.
- * Teachers will also work with the Math Coach to improve their content knowledge in Math and instructional skills aligned with the needs of ELLs which includes transitional ELLs and SIFE students.
- * Professional literature is also necessary for teachers to enrich their own development. Current literatures will help them create innovative teaching styles and exciting content instruction. Methods such as multi-sensory instruction, hands-on word activities and interactive multimedia application software are just some of the ideas that stem from professional resources.

Topics which will be addressed during professional development sessions are as follows:

- *Scaffolding across the curricula.
- *Differentiated instructional strategies
- *Alignment of instruction with the NYSESLAT
- *Alignment of Math manipulatives with student learning styles - i.e. games, projects, and problem solving.

Section III. Title III Budget

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School: 085Q
BEDS Code: 343000010085

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	12,505.03	<input type="checkbox"/> <input type="checkbox"/> The monies will be used to pay salaries of teaching supervisory staff during the After School Academic students in getting ready for New York State Ex

		Teachers - Session - Hours-Rate - (6)(25)(1.45) Superviors-Sessions-Hours-Rate - (1)(10)(4)(52) Total cost - \$12, 505.03
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	2,494.97	<input type="checkbox"/> Monies will be used to purchase material a State Assessments and consumable material study guides, etc.
Educational Software (Object Code 199)	0	<input type="checkbox"/> Monies will not be used to purchase education
Travel	0	<input type="checkbox"/> N A No one will be traveling.
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

PS 85Q uses the following data in assessing our school's written translation and oral interpretation needs:

1. Use of PS 85Q website
2. Parent attendance at meetings
3. Parent Surveys
4. Professional development
5. Parent usage of ARIS parent Portal
6. ATS

In order to ensure effective communication to our parents we engage in the following activities:

Parent informative handbook is translated in all five major languages spoken by our students

On our school website, curricula news is updated and translated

Various school reports are translated on our website

Home Language Surveys are reviewed

Parent orientations are facilitated in the nine major languages by support staff and parent volunteers

Notices are translated prior to sending them home

Data is interpreted. This includes: LAB-R, BESIS, and NYSESLAT

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

The major findings of PS 85 Q written translation and oral interpretation service needs, is the following: The five major languages at PS 85 Q is Spanish, Bengali, Urdu, Arabic and Greek. During registration of incoming families we found that most parents prefer to receive school information in English even though they spoke another language. In addition we also found out that the major language of the school other than English is Spanish.

Major interpretation findings are shared with the school community through its website (PS85Q.org), Parent Handbook, monthly parent breakfast, PA meetings, ARIS parent portal and monthly parent/guardian notices to families.

A comprehensive approach is utilized in communicating major findings to our school community. The PS 85Q also utilizes the department of education translation unit to translate important school specific written communication. Parents/Guardians utilize staff members who speak their languages (i.e. Para Professionals, Teachers, Guidance Counselor, Social Workers, Psychologist and School Aides.) Parents also utilize the translation unit via telephone.

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.

To ensure the timely translation of documents to our parents/guardians, PS 85Q will provide our them with the following:

- Translated versions of the following documents are posted on our school website (www.ps85q.org)
- PS 85Q Parent Handbook (http://www.ps85q.org/parent_handbook.htm)
- Parent Bill of Rights and Responsibilities (http://www.ps85q.org/dept_of_ed_links.htm)
- Discipline Code (http://www.ps85q.org/discipline_code.htm)
- Learning Guides (http://www.ps85q.org/learning_guide.htm)
- Written forms of all above documents are also available at the school in the Parent Coordinator's office.
- List of staff members who speak various languages (i.e. Greek, Spanish, Italian, Arabic, Urdu, Punjabi, Chinese, Korean and Russian) is posted in the main office for reference by staff to ensure parent support.
- Workshops are translated in Spanish, Greek and Arabic as needed.
- Monthly curriculum parent news letters are translated in Spanish and other language as needed.
- Major documents are translated in our main languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The oral interpretation services for the PS85Q is provided by school staff, parent volunteers and by the Translation and Interpretation Unit services via telephone. List of staff members who speak various languages, which includes Greek, Spanish, Italian, Arabic, Urdu, Punjabi, Chinese, Korean, and Russian is posted in the main office for reference by staff to ensure appropriate parent support. Workshops are also translated in Spanish, Greek, Arabic and other languages as needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full

text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□

Posters offering translation services are posted at the entrance of the school as well on the school Actilist. Language identification cards are posted on our main bulletin board by the school entrance and can be accessed on the school Actilist also at the main entrance.

The Parent Coordinator maintains and updates translated versions of main documents in her office and post them on the the school's website, www.ps85q.org. Translated information is also maintained in the main office.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	284,718	13,795	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,847		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,235	*	
4. Enter the anticipated 10% set-aside for Professional Development:	23614	*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

As a Title I Schoolwide Program School, PS 85Q Instruction by highly qualified staff is paramount, therefore, all teachers hired in PS 85Q for the 2010-2011 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corps Members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification but have not yet been appointed by NYC. Teachers in PS 85Q that are not new to the profession are also highly qualified. They have met NYS certification requirements either by possessing a Bachelor’s degree, a certificate to

teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

Even though 2009-2010 data from the BEDS survey indicates that 87.3% of the core classes are taught by highly qualified teachers. The BEDS survey for 2010-20101 indicates that 100% of our teachers teaching core classes are highly qualified.

In addition, PS 85Q provides extensive professional development and ongoing and sustained in-class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

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

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

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

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

PS 85 Q is committed to developing and implementing a parent policy that foster fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

PS 85 Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 85 Q will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. PS 85 Q will involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.

- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- PS 85 Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:, through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

- Through the efforts of the Parent Coordinator, the PA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student, citizen and reader of the month Awards Night will be held monthly in conjunction with PA meetings and an Honor's Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Professional development for parents provided by our parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regular ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I SWP Part A programs, as evidenced by The PA President. This policy was adopted by the PS 85 Q on 10/26/10 and will be in effect for the period of 10/09-10/10. The school will distribute this policy to all parents of participating Title I, Part A children on or before 11/10.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration.

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

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

Title I School-Parent Compact 2010-2011

The school and parents working cooperatively to provide for the successful education of their children agree:

<p>PS 85 Q will: PS 85 Q, 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</p>	<p>The Parent/Guardian will: Describe the ways in which parents will support their children's learning, such as: <ul style="list-style-type: none"> Promoting positive use of my child's extracurricular time Monitoring attendance Making sure that homework is completed Monitoring amount of television their children watch </p>
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during school year 2010-11.

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards.
- 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, these conferences will be held: November 2010 and March 2011.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- Parents may volunteer in our school through Learning Leaders, they can also be part of our Parent's Association and School Leadership Team Parents may observe classroom activities during open school week, publishing celebrations and other classroom celebrations as well as during school performances and events.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to

Volunteering in my child's school
Participating as appropriate, in decisions relating to my children's education.

Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School

Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

Do my homework every day and ask for help when I need to.

Read at least 30 minutes every day outside of school time

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly

qualified within the meaning of the term in section 200.56 of the Title I. The PS 85Q Parent Compact will be distributed to the school community by November 2010.	
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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.

PS85Q continues to make AYP in ELA and Math for all sub-groups. The 2009-2010 Progress Report shows that the median growth percentile was 72.0% and the median growth percentile for the school's lowest third was 73.0% in Math. Based on results of the 2010 English Language Arts Assessment, the median growth percentile was 69.5% and the median growth percentile for the school's lowest third was 64.0%. The data indicates that the school needs to focus on more non-fiction reading and writing within the classroom. Additionally, students in Levels 3 and 4 showed the smallest change in student proficiency in both Reading and Math. Explicit attention to the enrichment needs of students in this group is needed. As a result the school has implemented a schoolwide enrichment program through Renzulli learning program, a technological based program which focused on individual student affinities.

In Science and Social Studies, these students at PS85Q are performing well for 2010. 93% of all tested students scored at level 3 or 4 in Science while 95% of tested students scored at level 3 and 4 in Social Studies.

On the NYSESLAT for 2009-2010, 51% of all tested are at proficiency level. Of tested students on the NYSESLAT 57% of grade 5 students tested at the proficient level, 62% of grades 2-4 tested at the proficient level and 35% of K-1 students tested at the proficient level. This data suggested that our students are making positive progress as they move up the grades in acquiring academic English language skills. The data suggest that the school needed to focus on reading and writing to support the ELLs.

2. Schoolwide reform strategies that:

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

□

- □□□□PS 85Q, a Title I Schoolwide Program School, engages all students in instructional strategies that are based on scientifically based research, which is incorporated to strengthen the core academic program of the school.
- Key strategies include emphasis on “quality first teaching” to ensure that all students, including students with special needs and English Language Learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State Content Standards.
- Implementation of the Citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State assessments grades 3-5, the Grow Report, the Early Childhood Language Arts System (ECLAS/MCLAS), Interim Assessments, ESL Assessments, and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State Standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies.
- Implementation of the New Continuum.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.

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.

□The amount of quality of learning time includes the implementation of After school Academy, Summer School, extended day to support at risk students, morning enrichment specific to financial education and after-school enrichment.

o Help provide an enriched and accelerated curriculum.

PS 85Q have begun implementing a schoolwide enrichment program through Renzulli. Students engage in 50 minute block program in grades K-5 of student self selected enrichment aligned with thier interest inventories.

o Meet the educational needs of historically underserved populations.

PS 85Q supports and meets the needs of historiclly underserved populations through offering these students programs which engages them in the following: After school Academy, extended day and enrichment after school programs. During the day the guidance counselor also supports them through student council.

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.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State Standards in ELA, Mathematics, Science, and Social Studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State Standards, will receive appropriately targeted services. Extended day and Saturday Academy will also be provided.

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

The following programs are being implemented aligned with State and local improvement -differentiated balanced literacy, integration of flexible group and enrichment through technology.

3. Instruction by highly qualified staff.

All teachers hired in PS 85 Q for the 2010-11 school year will be “highly qualified” as defined in NCLB.Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.Teachers in PS 85 Q that are not new to the profession are also highly qualified.They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the

subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration. PS 85 Q and the ISC provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

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.

PS 85 Q will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators. Professional development for staff will be coordinated in PS 85 Q by a Professional Development Team, which includes the Local Instructional Superintendent, Regional Instructional Specialists, Principal, Assistant Principals, Math Coach. The Instructional Leadership Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups. In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for PS 85Q. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers. Administrators will participate in all school-based professional development activities,

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

The CFN 2.02 has assisted our schools in the placement of 100% certified staff. Beginning in the spring and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the Region. The District also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows. Additionally, ongoing recruitment strategies by the District included advertising and recruiting on college campuses in various states and internationally. PS 85 Q will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

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

Workshop for parents discussing the importance of connecting school learning with outside experience.

- Provide educational workshops such as how to help your child at home
- Workshops on Balanced Literacy and Everyday Mathematics
- ELL Orientation for Parents
- Workshops for all State Tests for Grades 3/4/5
- Provide Technology classes for parents
- Show parents how to access Princeton Review Website
- Show parents how to keep track of their child's progress through ARIS
- Show parents how to check their child's answers to the tests in order for them to focus on areas that need to improve
- Show parents how to get sample practice tests to do with their child(ren) at home. Provide Opportunities for students and parents to share experiences:
- Awards Ceremony Night – Parent and children come together to celebrate their children's achievements.
- Family Math Night
- Orientation for Grade 5 students and Parents
- Parents and students receive notices of events through many different means of communication.
- School Website
- Parent/ Student Handbook
- Newsletters
- Flyers
- PA Bulletin Board

PC Room inform parents ways to get involved in the school or school system:

- Volunteering program in the school
- Community Educational Councils
- Councils on Special Education

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.

Parents of incoming Kindergarten students will engage in informative orientation sessions focusing on the various programs being offered to the ELLs. Each session will be a small groupings based on the native language of the parents. The orientations will be conducted by the Parent Coordinator, the ESL teacher and an administrator, and take place during the first week in September.

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.

PS 85 Q will use disaggregated State and City assessments Grades 3-5, District benchmark assessments, ACUITY, ARIS, M-CLASS, and ESL Interim Assessment, and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

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

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services.

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 district will continue to work closely with PS 85Q to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I Schoolwide Program

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed

Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

n/a

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

n/a

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

n/a

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

n/a

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

n/a

4. Coordinate with and support the regular educational program;
n/a

5. Provide instruction by highly qualified teachers;
n/a

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

7. Provide strategies to increase parental involvement; and
n/a

8. Coordinate and integrate Federal, State and local services and programs.
n/a

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
1
2. Please describe the services you are planning to provide to the STH population. Services which will be provided to the student includes the following : AIS counseling by the school guidance counselor, extended day, enrichment, after school clubs and differentiated instruction.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
1

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 Services being planned for these students include AIS counseling, differentiated instruction, ESL when needed, extended day and Saturday Academy for students in grades 3-5.
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.
n/a

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_30Q085_011111-173827.doc

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 2.02	District 30	School Number 85Q	School Name Judge Charles J. Val
Principal Ann Gordon-Chang		Assistant Principal Maria Samolis	
Coach		Coach	
Teacher/Subject Area Esther Maria Taborda		Guidance Counselor Sonia Rosselli	
Teacher/Subject Area		Parent Janet Gordillo	
Teacher/Subject Area		Parent Coordinator Maria Laura Arcos	
Related Service Provider type here		Other Felicia Bentiné	
Network Leader Nany 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	4	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	541	Total Number of ELLs	57	ELLs as Share of Total Student Population (%)	10.54%
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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.

Paste response to questions 1-6 here

B. Teacher Qualification

All services are provided by four licensed ESL teachers. Students are grouped with a licensed ESL teacher in grades 1-2. There is one ESL teacher servicing entitled children using Push-in model in grades K,3,4&5. All students are provided with differentiated instruction to meet and exceed City and State Learning and Performance standards. Instructional strategies include cooperative learning, team teaching between the assigned classroom teacher and the push-in ESL teacher model best practices using Total Physical Response (TPR) during Literacy, Math and the content areas. In addition the teachers participate in workshops that provide training on how to differentiate instruction for all students including ELLs and students with special needs.

C. Demographics

P.S. 85 Q, a Theatre Arts and Technology Magnet school, is a Schoolwide Programs School located in District 30, in Northwestern Queens. The dominant languages are English, Spanish, Bengali, and Arabic. The 2008-2009 School Report Card indicates that 38% of the students are Hispanic, 24% are Asian. 36% are white, and 2% is African American. The report card also indicates that 11.5 % of the population is ELLs, having arrived in the United States in the past three years. Our school implements comprehensive freestanding ESL program in accordance with CR Part 154 and Title III guidelines for approximately 57 ELLs. All ESL teachers are certified. Students are grouped in self contained classes in 1-2. There is one ESL teacher servicing entitled children using Push-in model in grades K, 3, 4& 5. All students are provided with differentiated instruction to meet and exceed City and State Learning and Performance standards. In addition, staff members and parents participate in high quality professional development to enhance their teaching and learning, so as to improve children's knowledge, performance and achievement in school.

Part II: ELL IDENTIFICATION PROCESS

During registration parents complete the Home Language Identification Survey (HLIS) in their native language as provided by the NYC DOE. During that time, informal interviews are conducted by a licensed pedagogue. Upon evaluation of the HLIS the pedagogue determines the eligibility for the Language Assessment Battery (LAB-R). Entitled students are administered the LAB-R and are placed in the appropriate program within ten days. 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. In the lower grades and in the upper grades, parents of a newly enrolled student opt to place their child in an ESL self-contained or push-in/pull-out program.

Students entitled to ESL services receive all instruction in English using ESL methodologies for a specific amount of time as determined by the New York State English as a Second Language Achievement Test (NYSESLAT). Parents receive entitlement letters explaining the continuation of services that will be provided for their children.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained		7	7	3	0	0	0							17
Push-In	11	0	0	10	11	6	0							38
Total	11	7	7	13	11	6	0	0	0	0	0	0	0	55

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	41	Special Education	9
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	41	0	8	7	0	1	0	0	0		48
Total	41	0	8	7	0	1	0	0	0		48

Number of ELLs in a TBE program who are in alternate placement: 0

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

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	5	3	5	4								25
Chinese														0
Russian														0
Bengali				2	3									5
Urdu					1									1
Arabic	4	1	2	1	2	2								12
Haitian														0
French														0
Korean														0
Punjabi				1	1	0								2
Polish														0
Albanian														0
Other		3	1	1	2									7
TOTAL	8	8	8	8	14	6	0	52						

Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> 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.
Paste response to questions 1-4 here

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

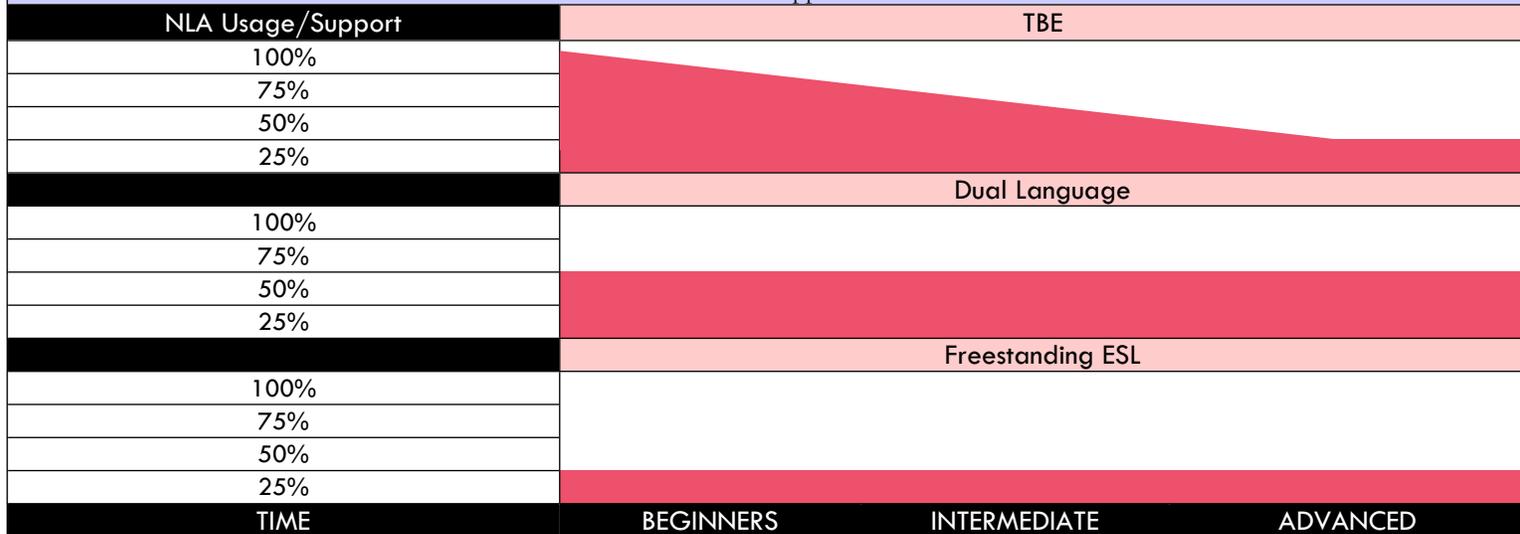
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Paste response to questions 5-14 here

All ESL students, including most ESL students with special needs, receive all instruction in English using ESL methodologies for a specific amount of time as determined by the New York State English as a Second Language Achievement Test. The three ESL instructional programs include self-contained ESL classes or push-in/pull-out model.

In order to maximize English acquisition for ELLs, the ESL teachers, classroom teachers and support service teachers devote time to planning for instruction together, in order to co-teach, especially, in the content areas.

An orientation is provided for all incoming Kindergarten students and their families during the month of May prior to their entry into the NYC school system. The teachers meet with the students and parents to discuss programs, curriculum, policy, and initiatives.

All students are provided with high quality instruction in English as a Second Language utilizing scaffolding strategies in the delivery of the lesson.

The school has ESL/Transitional ELL classes that provide instruction through a licensed ESL teacher in grades 1-2 for the entire day. Push-in/pull-out programs in grades K,3, 4 and 5 provide ESL services to ELLs who are not in a self-contained ESL or transitional class. All classes are heterogeneously grouped. Students in grades K-5 use Everyday Mathematics as their major Math program. All students follow the Comprehensive Approach to Balanced Literacy.

ESL methodologies are applied in all subject areas, including Science and Social Studies. Science is a "hands-on" subject in which many manipulatives are utilized by the classroom teachers and cluster teacher. Our beginning and intermediate ELLs receive the mandated 360 minutes per week of ESL instruction and our advanced ELLs receive the mandated 180 minutes per week of ESL instruction and one period of ELA per day. Instructional strategies include cooperative learning, team teaching between the assigned classroom teacher and the push-in/pull-out ESL teacher using Total Physical Response (TPR) and modeling. All services are provided by licensed ESL teachers. The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language methodologies.

The classroom environment for all ELLs in K-5, including students with special needs, is print rich and reflects evidence of rigorous instruction which is presented through evidence of growth in student's work folders, portfolios and celebrated throughout the classroom. The classroom environment reflects the following:

- Flow of the day to include language of instruction: duration of lesson.
- A technology center – with software in English
- Access to websites for students such as Colorin Colorado and Starfall.com
- Award Reading – grades K-2 (and newly enrolled LEP students)
- Renzulli Learning
- A listening Center equipped with cassette players, earphones, audio cassettes, CD's, books in bags, tapes, read along English books with cassettes/CDs.
- Leveled classroom libraries
- Interactive word walls in English
- Foundations and Wilson.

- IZone Programs (Grade 3- Success Maker, Grade 5 - Time to Know)

Currently, there are no SIFE students at PS85. However, LEP students who first entered an English language school system after two grades with interrupted, little or no formal schooling in their first language will receive the following supports:

- Wilson Program
- Computer interactive programs
- Small group instruction by Bilingual/ESL teacher
- Renzulli Learning
- Cooperative learning activities

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

P.S. 85 Q Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS Performance and Learning Standards as well as the new Common Core State Standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by the CFN Network Support Staff for ELLs, ESL teachers and school administrators.

In addition, the Office of ELLs will provide professional development to administrators and their leadership teams to develop plans to meet the literacy needs of ELLs using research and school-based data. The Institute specifically addresses literacy models, program improvement, evaluation and federal and state education policy.

ESL Teachers will participate in training facilitated by the Network Support Specialist (NSS) for ELLs. In addition, The NSS will provide special education/ELL teachers and teachers instructing the Title III program with professional development on effective teaching practices for building academic language and strategies for improving content area skills, aligned to the new Common Core State Standards (CCSS).

The workshops will provide better understanding of how to meet ELL standards and raise levels of English proficiency for ESL students. The professional development in ESL methodologies will include school-based coaches and general education teachers with large ELL student population.

The ESL Teachers will receive professional development to support ELLs and transitional ELLs in Kindergarten through fifth grade. Topics to be addressed during this professional development sessions will be aligned with the following:

- Developing interventions for the ELL based on their ELL students.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: with a focus on the Types of Scaffolding which supports ELLs.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.

- Strategies needed to support ELLs to meet the City and State standards and to gain a clear understanding of Learning Standards of English as A Second Language and the NYSESLAT.

A second workshop series will provide professional development for general education teachers of grades Kindergarten -5. Topics will include the following:

- Identifying the ELL and developing interventions for the ELL.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: Types of Scaffolding.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.
- Strategies needed to prepare ELLs to prepare ELLs to meet the city and state standards and to gain a clear understanding of Learning Standards of English as A Second Language, and the NYSESLAT exam.

Workshops will also focus on assessing the ESL student and how to improve English proficiency and integrated content instruction. Teachers will also work with ELL Network Support Specialist, school-based math coach, and special education teachers to improve the skills of ELL students with Individualized Education Plans (IEPs).

Professional literature is necessary for teachers to expand their own development. A Teacher Library of current literature titles, such as, Learning to Learn in A Second Language and Scaffolding Language, Scaffolding Learning by Pauline Gibbons and Building Academic Language by Jeff Zwiers will help teachers create innovative teaching styles and exciting content instruction. Methods such as multi-sensory instruction, hands-on word activities and interactive multimedia application software, as well as, access to ESL-based teacher websites are just a few ideas that stem from professional resources.

Topics that will be addressed during professional development sessions are as follows:

- Scaffolding across the disciplines
- Differentiated instructional strategies
- Alignment of instruction with the NYSESLAT
- Mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments.

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?

Paste response to questions 1-4 here

PS 85 values parental involvement in the decision-making process. Together with the Parent Coordinator, we provide parents with an orientation that describes various programs for English Language Learners. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

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 video in nine (9) different 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 video 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 new Common Core state and city standards, the core curriculum, assessments, student expectations and general educational program requirements.

In the lower grades and in the upper grades, parents of a newly enrolled student opt to place their child in an ESL self-contained or push-in/pull-out program. Students are placed within 10 days of enrollment in the appropriate program.

There are a minimum of two parent sessions for ELLs during the school year. The Parent Coordinator will provide additional parent orientation sessions during the course of the year as needed. The meeting focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

During a workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLS including the Literacy Program, and the Everyday Mathematics Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children with assignments at home and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.

The topics include:

- Balanced Literacy and Balanced Mathematics in the ESL Classroom
- The importance of phonemic awareness in the ESL classroom
- Helping your child at home.

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)	4	4	3	5	2	1								19
Intermediate(I)	2	2	2	3	3	0								12
Advanced (A)	5	3	3	5	6	5								27
Total	11	9	8	13	11	6	0	0	0	0	0	0	0	58

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	1	0	0								
	I	1	1	2	1	0								
	A	2	5	7	3	1								
	P	3	2	3	6	2								
READING/ WRITING	B	1	2	4	1	0								
	I	2	3	3	2	1								
	A	2	3	4	7	2								
	P	1	0	2	0	0								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	3			8
4		3	1		4
5					0
6					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		6						10
4	0		3						3
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here. In all grades (K-5) the students performed better in the listening and speaking strands due to the fact

further strengthen the academic language once they reach this level with the social language.

Students across the levels did moderately well in the Reading strand. The vocabulary development in reading is not on grade level as is that of native speakers.

We found deficiency in writing across the levels due to writing being the final skill to be fully developed. The children need to develop vocabulary in reading and to be exposed to literature for a long time before they are able to use this vocabulary in their own writing.

After comparing LAT scores (Spring 09 and Spring 10) we found the vast majority of students went up one proficiency level or improved within their level.

B. Content Areas (Math, Science and ELA)

MATH: We reviewed: The NY State Math Exams, State Math ELA, and Interim Assessments

NYS Math- 09-10

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	6			10
4		3			3

Implications for instruction:

- Build academic language in math concepts
- Develop problem solving skills
- Strengthen math vocabulary

SCIENCE: We reviewed the 4th Grade Science State test

NYS Science 09-10

Grade	Level 1	Level 2	Level 3	Level 4	Total
4		2	1		3

Implications for instruction:

The majority of the students tested scored at or above grade level. We must develop fluency and strengthen their knowledge of scientific terms.

ENGLISH: We reviewed: M-CLAS, City Interim Assessments, and New York State ELA

- Note: Several of our ELLs are exempt from the Statewide ELA. We looked closely at ELLs, Interim Assessments, and at those who were tested by the City and State.

NYS ELA – 0910

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	3			8
4		3	1		4

Implications for instruction:

Beginner students: Develop phonemic awareness, vocabulary, sight words, and decoding skills.

As indicated by the results of standardized tests there is a need to improve reading and writing. In order to improve levels for our students the focus of instruction must be reading comprehension and writing development.

Implications for P.S. 85's LAP and Instruction

All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve their reading, writing, and comprehension skills. Through modeling and read alouds the teacher will introduce language and vocabulary to the students. Award Reading will be used to enhance the student's phonemic awareness and decoding skills. For comprehension we use a Balanced Literacy Program with a strong component of shared and guided reading and read alouds as well as leveled books and trade books of high interest, which are easy to read. Structured writing is introduced using the writing process and eventually more flexibility is given to the students to explore and experiment with mechanics, conventions and creativity.

We will provide many opportunities to our Intermediate and Advanced students in which they can further strengthen their listening and speaking skills. Through buddy work, peer work and small group work the more advanced students will work with students at the beginning level using language to explain the taught concepts and explore different ways to think and solve problems. This will be done during literacy but more so during content area instruction. Intensive instruction in reading and writing skills will be provided by our ESL licensed teachers.

An afterschool program is offered to all of our ELLs. Teachers provide instruction in literacy and math.

The afterschool school program at P.S. 85 will assist ELLs in meeting the NYS standards. It has been designed to service students from grades 3-5. Qualified teachers will teach the classes on Tuesday and Wednesday during the months of February, March and April from 3:15 to 4:45 P.M. Group sizes will be maintained at 12-15 students per teacher in grades 3-5. There will be a total of six classes servicing students. Teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on Literacy, Mathematics and all other content areas using ESL strategies to help students achieve higher scores on the state assessments and NYSESLAT. Rally test sophistication materials will be used to teach targeted literary skills and provide comprehensive instruction for enrichment.

In addition, teachers will provide opportunities for our ELLs to build their academic language through text complexity, as well as, shades of meaning among closely related verbs and closely related adjectives and how language functions in the four modalities listening, speaking, reading and writing, aligned to the new CCSS.

Funding

District 30 strategies will support consistency and cohesiveness to all English Language Learner programs and services throughout the region.

Funding sources to support this initiative include:

- Title I School-wide Tax Levy Academic Intervention Services
- Student Fair Funding
- SES (State Education Services)

Title III Supplementary funding will be utilized to service English Language Learners in meeting academic rigor and proficiency in the second language by providing quality after-school programs.

Funds will be utilized to support:

- Student achievement in core academic subjects;
- English proficiency;
- High quality professional development;
- Improved instruction and assessment of ELLs;
- Parental Involvement;
- Build academic language.

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/6/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 085 Judge Charles Vallone					
District:	30	DBN:	30Q085	School		343000010085

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	67	66	65		94.6	95.3	95.3
Kindergarten	93	86	88				
Grade 1	74	85	79	Student Stability - % of Enrollment:			
Grade 2	63	90	87	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	68	57	96		93.6	94.5	94.1
Grade 4	58	63	61				
Grade 5	40	57	61	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		69.2	84.2	84.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	3	6
Grade 12	0	0	0				
Ungraded	0	9	3	Recent Immigrants - Total Number:			
Total	463	513	540	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	7	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	24	25	Principal Suspensions	6	0	0
# in Collaborative Team Teaching (CTT) Classes	25	29	17	Superintendent Suspensions	1	0	2
Number all others	5	15	23				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	82	59	TBD
# ELLs with IEPs	1	15	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>			
Number of Teachers	36	37	41
Number of Administrators and Other Professionals	14	14	6
Number of Educational Paraprofessionals	2	4	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	94.7
				% more than 2 years teaching in this school	77.8	81.1	87.8
				% more than 5 years teaching anywhere	61.1	62.2	78.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	95.0	95.1
American Indian or Alaska Native	1.1	0.6	0.6	% core classes taught by "highly qualified" teachers	86.2	87.3	97.4
Black or African American	2.4	3.5	3.5				
Hispanic or Latino	35.9	34.1	29.8				
Asian or Native Hawaiian/Other Pacific	24.8	24.4	25.9				
White	35.9	36.5	40.2				
Male	49.7	48.5	47.6				
Female	50.3	51.5	52.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	40.2	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:	6.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN30q085: _____

All Title I SWP 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:	284,718	13,795	298,513
2. Enter the anticipated 1% set-aside for Parent Involvement:	2847	137.95	2985
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,240	*	
4. Enter the anticipated 10% set-aside for Professional Development:	28472	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **_100%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

All teachers hired in PS 85 Q for the 2010-11 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC. Teachers in PS 85 Q that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration. PS 85 Q and the ISC provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

* 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.

PS 85 Q is committed to developing and implementing a parent policy that foster fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

PS 85 Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 85 Q will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. PS 85 Q will involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- PS 85 Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:, through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)

- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

the State's academic content standards

the State's student academic achievement standards

the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student, citizen and reader of the month Awards Night will be held monthly in conjunction with PA meetings and an Honor's Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Professional development for parents provided by our parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regular ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I SWP Part A programs, as evidenced by The PA President. This policy was adopted by the PS 85 Q on 10/26/10 and will be in effect for the period of 10/09-10/10. The school will distribute this policy to all parents of participating Title I, Part A children on or before 11/10.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration.

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 School-Parent Compact 2010-2011

The school and parents working cooperatively to provide for the successful education of their children agree:

<p>PS 85 Q will:</p>	<p>The Parent/Guardian will:</p>
<p>PS 85 Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-11.</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards. • 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, these conferences will be 	<p>Describe the ways in which parents will support their children’s learning, such as:</p> <ul style="list-style-type: none"> Promoting positive use of my child’s extracurricular time Monitoring attendance Making sure that homework is completed Monitoring amount of television their children watch Volunteering in my child’s school Participating as appropriate, in decisions relating to my children’s education. Promoting positive use of my child’s extracurricular time. Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School

held: November 2010 and March 2011.

- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- Parents may volunteer in our school through Learning Leaders, they can also be part of our Parent's Association and School Leadership Team Parents may observe classroom activities during open school week, publishing celebrations and other classroom celebrations as well as during school performances and events.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating

Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

Do my homework every day and ask for help when I need to.

Read at least 30 minutes every day outside of school time

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 - Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 - On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 - Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 - Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
- The PS 85Q Parent Compact will be distributed to the school community by November 2010.

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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.

PS85Q continues to make AYP in ELA and Math for all sub-groups. The 2009-2010 Progress Report shows that the median growth percentile was 72.0% and the median growth percentile for the school's lowest third was 73.0% in Math. Based on results of the 2010 English Language Arts Assessment, the median growth percentile was 69.5% and the median growth percentile for the school's lowest third was 64.0%. The data indicates that the school needs to focus on more non-fiction reading and writing within the classroom.

Additionally, students in Levels 3 and 4 showed the smallest change in student proficiency in both Reading and Math. Explicit attention to the enrichment needs of students in this group is needed. As a result the school has implemented a schoolwide enrichment program through Renzulli learning program, a technological based program which focused on individual student affinities.

In Science and Social Studies, these students at PS85Q are performing well for 2010. 93% of all tested students scored at level 3 or 4 in Science while 95% of tested students scored at level 3 and 4 in Social Studies.

On the NYSESLAT for 2009-2010, 51% of all tested are at proficiency level. Of tested students on the NYSESLAT 57% of grade 5 students tested at the proficient level, 62% of grades 2-4 tested at the proficient level and 35% of K-1 students tested at the proficient level. This data suggested that our students are making positive progress as they move up the

grades in acquiring academic English language skills. The data suggest that the school needed to focus on reading and writing to support the ELLs.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- *PS 85Q, a Title I Schoolwide Program School, engages all students in instructional strategies that are based on scientifically based research, which is incorporated to strengthen the core academic program of the school.*
 - *Key strategies include emphasis on “quality first teaching” to ensure that all students, including students with special needs and English Language Learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State Content Standards.*
 - *Implementation of the Citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.*
 - *Use of all available data, including disaggregated State assessments grades 3-5, the Grow Report, the Early Childhood Language Arts System (ECLAS/MCLAS), Interim Assessments, ESL Assessments, and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State Standards.*
 - *The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies.*
 - *Implementation of the New Continuum.*
 - *Opportunities for applied learning.*
 - *The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.*
 - *The use of culturally balanced instructional programs and materials.*
 - *Effective use of technology to support instruction and student learning.*

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
-
- *Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.*
-
- *The amount of quality of learning time includes the implementation of After school Academy, Summer School, extended day to support at risk students, morning enrichment specific to financial education and after-school enrichment.*
 - *Help provide an enriched and accelerated curriculum.*
-
- *PS 85Q have begun implementing a schoolwide enrichment program through Renzulli. Students engage in 50 minute block program in grades K-5 of student self selected enrichment aligned with their interest inventories.*
-
- *Meet the educational needs of historically underserved populations.*
-
- *PS 85Q supports and meets the needs of historically underserved populations through offering these students programs which engages them in the following: After school Academy, extended day and enrichment after school programs. During the day the guidance counselor also supports them through student council.*
-
- *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.

- *Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State Standards in ELA, Mathematics, Science, and Social Studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State Standards, will receive appropriately targeted services. Extended day and Saturday Academy will also be provided.*
- *Are consistent with and are designed to implement State and local improvement, if any.*
- *The following programs are being implemented aligned with State and local improvement -differentiated balanced literacy, integration of flexible group and enrichment through technology.*

3. Instruction by highly qualified staff.

All teachers hired in PS 85 Q for the 2010-11 school year will be “highly qualified” as defined in NCLB .Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC. Teachers in PS 85 Q that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.PS 85 Q and the ISC provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

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.

PS 85 Q will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST .Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators .Professional development for staff will be coordinated in PS 85 Q by a Professional Development Team, which includes the Local Instructional Superintendent, Regional Instructional Specialists, Principal, Assistant Principals, Math Coach .The Instructional Leadership Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups. In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for PS 85Q.This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers. Administrators will participate in all school-based professional development activities,

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

The CFN 2.02 has assisted our schools in the placement of 100% certified staff. Beginning in the spring and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the District .The District also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows. Additionally, ongoing recruitment strategies by the District included advertising and recruiting on college campuses in various states and internationally.PS 85 Q will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

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

Workshop for parents discussing the importance of connecting school learning with outside experience:

- Provide educational workshops such as how to help your child at home
- Workshops on Balanced Literacy and Everyday Mathematics
- ELL Orientation for Parents

- Workshops for all State Tests for Grades 3/4/5
- Provide Technology classes for parents
- Show parents how to access Princeton Review Website
- Show parents how to keep track of their child's progress through ARIS
- Show parents how to check their child's answers to the tests in order for them to focus on areas that need to improve
- Show parents how to get sample practice tests to do with their child(ren) at home. Provide Opportunities for students and parents to share experiences:
- Awards Ceremony Night – Parent and children come together to celebrate their children's achievements.
- Family Math Night
- Orientation for Grade 5 students and Parents
- Parents and students receive notices of events through many different means of communication.
- School Website
- Parent/ Student Handbook
- Newsletters
- Flyers
- PA Bulletin Board

PC Room informs parents' ways to get involved in the school or school system:

- Volunteering program in the school
- Community Educational Councils

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.

Parents of incoming Kindergarten students will engage in informative orientation sessions focusing on the various programs being offered to the ELLs. Each session will be a small groupings based on the native language of the parents. The orientations will be conducted by the Parent Coordinator, the ESL teacher and an administrator, and take place during the first week in September.

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.

PS 85 Q will use disaggregated State and City assessments Grades 3-5, District benchmark assessments, ACUITY, Pearson Success Maker, Time 2 Know, ARIS, M-CLASS, and ESL Interim Assessment, and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

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

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services

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 district will continue to work closely with PS 85Q to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I Schoolwide Program

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	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	y		N/A	239159	X	39
Title I, Part A (ARRA)	Federal	Y		N/A	13,657	X	39
Title II, Part A	Federal	Y		N/A	121,592	X	39
Title III, Part A	Federal	Y		N/A	15,000	X	33
Title IV	Federal	N/A	NO	N/A		X	
IDEA	Federal						
Tax Levy	Local				2312778	X	

