



28Q099

2010-11

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 28Q099
ADDRESS: 82-37 KEW GARDENS ROAD, KEW GARDENS NY 11415
TELEPHONE: 718-544-4343
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TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 099 **SCHOOL NAME:** The Kew Gardens School

SCHOOL ADDRESS: 82-37 Kew Gardens Road, Kew Gardens, NY 11415

SCHOOL TELEPHONE: 718-544-4343 **FAX:** 718-544-5992

SCHOOL CONTACT PERSON: Paulette Foglio **EMAIL ADDRESS:** pfoglio@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Darlene Connell

PRINCIPAL: Paulette Foglio

UFT CHAPTER LEADER: Patricia Carr

PARENTS' ASSOCIATION CO-PRESIDENTS: Debbie Royce and Erika Steuerman

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** 551 Fordham PSO

NETWORK LEADER: Marge Struk

SUPERINTENDENT: Jeannette Reed

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 members 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/Constituency Represented	Signature
Paulette Foglio	*Principal or Designee	
Aida Trujillo	Assistant Principal	
Patricia Carr	UFT Chapter Chairperson or Designee/K-2/3-6 Special Ed	
Darlene Connell	DC 37 Representative, if applicable	
Fortunee Percudani	K-2 English Language Learners/Cluster Teachers/Related Services/Staff	
Margaret Collins	3-6 English Language Learners/Staff	
Mary Jo McKeown	K-2/3-6 General Ed/Staff	
Debbie Royce	*PA President Co-President/3-6 General Ed	
Mark Furman	K-2 General Education/Parent	
Carolina Pilenyi	K-2 Special Education/Parent	
Ana Maria Pinto	K-2 English Language Learner/Parent	
Laura Hunt	3-6 Special Ed/Parent	
L. Maldonado	3-6 English Language Learners/Parent	
Jill Resnick	Cluster Teacher/Related Services/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 99, comprised of approximately 798 students from 44 countries and speaking 33 different languages, demonstrates that a multicultural school community can work collaboratively to be successful. Our K-6 school focuses on The Arts which is apparent throughout both buildings. Partnerships with Studio in a School, 144 Music, Young Artists for Safer Streets, Queens Museum of Art, Asia Society, as well as our artists in residence, assist our students to participate in the Arts in various venues while integrating the Arts into the school curriculum.

The school's motto is "Every Child Matters." Our fully licensed staff works together as a team to provide congruent instruction across each grade level in our school. Our Literacy, Math, Technology and Special Education Teams facilitate the implementation of new ideas and programs into our school. On a walkthrough of PS 99, it is evident that we believe in excellence in education and that instruction is differentiated through our TAG program, Enrichment Program, and Academic Intervention Services. It is our vision to provide children with a love of learning and reading, the ability to use technology and to become critical thinkers and problem-solvers while expressing their artistic abilities.

The Progress Report for 2009/2010 assigned the school an "A" rating. The school's overall score for 2009/2010 is 68.8. This score places the school in the 90th percentile of all Elementary schools Citywide. In the category "Closing the Achievement Gap" the school received 8.0 additional credits maximum 1.5 credits in the following areas: lowest third Citywide ELA, lowest third Citywide Math, Self-Contained /CTT/SETSS Math. The school's Quality Review score is "well-developed". The New York State Department of Education under the No Child Left Behind (NCLB) Act designates the school as a school in "good standing." All students, inclusive of all subgroups made Adequate Yearly Progress ("AYP") on the measures of English Language Arts, Mathematics and Science.

Parent Involvement is evident through their attendance at workshops and special events. Parents often plan and host school wide activities, such as the Multicultural Festival and Save the Band. Our Parents' Association and School Leadership Team work strongly together to represent their constituents and maintain open and ongoing communication.

The PS 99 school community is also organized for effort with emphasis on character building, civic duties and civic responsibilities, as evidenced through our daily announcements of the "Pledge of Allegiance" and "Project Wisdom."

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.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code #:

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:					Attendance: % of days students attended				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes									
No. in Collaborative				Principal Suspensions					

DEMOGRAPHICS								
Team Teaching (CTT) Classes								
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
				(As of October 31)	2006-07	2007-08	2008-09	
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09	
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								
Female								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="radio"/> No <input type="radio"/>	If yes, area(s) of SURR identification:
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Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<input type="radio"/> In Good Standing	<input type="radio"/> Improvement – Year 1	<input type="radio"/> Improvement – Year 2
<input type="radio"/> Corrective Action – Year 1	<input type="radio"/> Corrective Action – Year 2	<input type="radio"/> Restructured – Year ____

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

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

PS 99 is a very unique school community. We practice the FISH philosophy that creates an environment of high morale and camaraderie in a supportive environment. Our teachers "team" to plan the instructional program to provide congruence of instruction. Special events strengthen the partnership between the home and the school. Our students demonstrate a love of learning and the arts as can be evidenced by a walkthrough of our two buildings (main and annex).

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

- Over the last several years, the school has maintained a high level of academic achievement. The school has been able to maintain a percentile of 90% or greater in comparison to other elementary schools Citywide. This is in direct correlation to our motto "Every Child Matters." One period each day is dedicated to Enrichment and AIS Programs that meet the individual needs of all students. Remediation through mandated and academic intervention services in math, reading, ESL, SETSS are provided at this time by service providers who take the children to other locations for small group instruction. Students who are not in need of AIS or mandated services remain in their classroom where they partake in a thematic-based enrichment program with a strong arts component. In addition, the students designated as talented and gifted participate in a pull-out program that promotes the process of discovery, problem solving, and critical thinking. This demonstrates our commitment to excellence and high expectation for all students.
- P.S. 99 has been able to sustain Arts programs across all grades, as well as continue strong partnerships with community based organizations. Outside agencies support the teaching of the Arts (visual arts, music, dance) and the integration of the Arts into the curriculum. Studio-in-a-School has selected P.S. 99 to become their first satellite location in Queens. Our work with Studio in a School, Queens Museum of Art, 144 Music and Art, artists in residence, Asia Society, American Ballet Theatre, etc. provides our students with another venue to express their creativity and talents while learning the curriculum.

- The integration of technology throughout the curriculum has expanded and enhanced the way instruction is delivered at the school. The incorporation of technology advancements have facilitated communication and increased engagement of students during instruction. The school's library has been upgraded by the installation of a computer lab and the Follett Library system.
- Our school has been able to sustain high parental involvement over the past few years. This can be evidenced by attendance at parent-teacher workshops, parent-teacher conferences (March 2010 – 98%), curriculum conferences and special events, such as “Punch ‘n Pillow Day,” “Career Day,” “Multicultural Festival” and “Parent Staff Volleyball Game.” Our school provides monthly workshops and classes such as Computer Literacy, English as a Second Language, and other topics of interest to parents.

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

The most significant barriers to our improvement are:

- The school consists of two separate buildings, two streets apart, and the annex does not possess adequate facilities for student involvement in all areas. In addition, the lack of additional funding to run the buildings cannot provide our students with the full support needed with their related services because providers need time to travel between buildings.
- Due to budgetary constraints, the following areas have been affected: the number of students per class has increased, which affected the student-teacher ratio; decreased number of small groups during the enrichment programs; decreased number of morning programs. As a result, we lost our math coach, dean and other support personnel. This has made it increasingly challenging to sustain our programs.

What student performance trends can you identify?

According to NYCDOE Testing and Accountability data for the past three years (2008-2010) the following trends were gathered in ELA:

- For all students there is an increase in the percentage of Level 1 students from 4.1% to 8.0% and a decrease in the percentage of Level 3 and 4 students from 77.1% to 62.0%
- In Special Education, there is an increase in the percentage of Level 1 students from 16.4% to 32.1% and a decrease in the percentage of Level 3 and 4 students from 39.3% to 28.2%. In 2009, 51.6% of special education students improved at least one-half of a proficiency level in ELA, which was recognized with an additional 1.5 maximum credit on the school's Progress Report. In 2010, special education students continue to demonstrate a high level of performance. There were 51.3% of self-contained/CTT/SETSS students in the 75th growth percentile or higher and 20.0% of SETSS students obtained +0.5 credit on the school's Progress Report.
- For ELL students there is an increase in the percentage of Level 1 students from 12.5% to 31.6% and a decrease in the percentage of Level 3 and 4 students from 44.4% to 17.5%. In 2009, 44.0% of English Language Learners improved at least one-half of a proficiency level in ELA, which was recognized with an additional 1.5 maximum credit on the school's Progress Report. In 2010, English Language Learners continue to demonstrate a high level of performance. There were 51.3% of English Language Learners in the 75th growth percentile or higher with a 0.75 additional credit on the school's Progress Report.

According to NYCDOE Testing and Accountability data for the past three years (2008-2010) the following trends were gathered in Math:

- For all students there is an increase in the percentage of Level 1 students from 1.8% to 4.0% and a decrease in the percentage of Level 3 and 4 students from 92.3% to 77.0%
- In Special Education, there is an increase in the percentage of Level 1 students from 8.2% to 11.4% and a decrease in the percentage of Level 3 and 4 students from 73.8% to 48.1%. In 2009, 40.3% of special education students improved at least one-half of a proficiency level in math, which was recognized with an additional 1.5 maximum credit on the school's Progress Report. In 2010, special education students continue to demonstrate a high level of performance. There were 57.5% of self-contained/CTT/SETSS students in the 75th growth percentile or higher, which was recognized with an additional 1.5 credit on the school's Progress Report. In addition, 60.0% of SETSS students showed exemplary proficiency gains recognized by a +1.0 credit on the school's Progress Report.
- For ELL students there is an increase in the percentage of Level 1 students from 5.0% to 12.3% and a decrease in the percentage of Level 3 and 4 students from 80.0% to 41.5%. In 2009, 36.6% of English Language Learners improved at least one-half of a proficiency level in math, which was recognized with an additional 1.5 maximum credit on the school's Progress Report. In 2010, English Language Learners continue to demonstrate a high level of performance. There were 43.9% of English Language Learners in the 75th growth percentile or higher which was recognized with a 0.75 additional credit on the school's Progress Report.

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.

Goal 1 – By June 2011, 100% of the teachers will participate in a minimum of two professional development sessions aligned to grade level expectations.

We will continue to create a community for knowledge seeking educators where professional development extends beyond rudimentary levels in a high performing school. Our staff will continue to increase their time spent engaging in professional development before, during and after school hours. Initially, teachers self-select topics from a professional development survey, including but not limited to, the content areas. This year we will focus PD on grade level expectations as designated by the NYS Education Department performance indicators. Specialists in literacy, math, Arts and technology, along with outside agencies, will be utilized in formal and informal share meetings. Reflections, insights, and new knowledge will be documented in a professional development binder along with time logged. Ongoing articulation between and amongst teachers will cultivate new areas of interest and growth, further strengthening professional development.

Goal 2 – By June 2011, 80% of students who participate in the 6+1 Traits program will show improvement in writing according to the Performance Indicators checklist.

Writing teachers will be provided with professional development on the 6+1 Traits of Writing and use this program with their students as a way to improve their written communication skills. Along with lesson materials (Scholastic, Trait Crate) and teacher conferences, student work will be compiled and analyzed to determine specific areas of need. Teachers will look at student work for comparison in their revision and publishing stages using a Performance Indicators checklist to show progress and growth.

Goal 3 – By June 2011, there will be a 15% increase of staff using educational technologies.

Staff at P.S. 99 will continue to use, expand and gain knowledge using educational technologies. Multimedia modalities, including but not limited to the Follett Library, school website, class webpages, Smartboards, and Open Access Library will provide students and staff with opportunities to incorporate educational technologies in the classroom and at home. Workshops will be added on an ongoing needs basis and the use of surveys will be maintained to enhance professional development.

Goal 4 - To continue using the New York City *Blueprint for the Arts* and *NYS Arts Standards* as a way to build sustainability in the Arts for students in grades K-6.

With the assistance of our Arts cluster teacher, Music teacher, Artist-in-Residence and service providers from outside cultural agencies (Studio-in-a-School, 144 Music & Art, Queens Museum of Art) all students will be active participants in Arts education. Participation in assemblies, shows and fairs along with professional development workshops in our school studio will showcase our Arts program and student talent development. Family Art workshops, conducted with Studio in a School, will also be available during the school year contingent on budgetary constraints. Music, Dance and Theatre Arts will continue to be taught.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):

LITERACY (READING) GRADES K-2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 80% of our students will achieve mastery on the benchmarks for ECLAS-2 according to their grade’s guidelines by utilizing a variety of instructional strategies to meet student needs</p> <p style="text-align: center;">Grade K: Benchmark 2 Grade 1: Benchmark 4 Grade 2: Benchmark 6</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>Throughout the 2010-2011 school year, all students, regardless of subgroup, will receive reading instruction during a two period literacy block. Student needs will be addressed by the classroom teacher and/or mandated and academic intervention service providers. Strategies to be used include:</p> <ul style="list-style-type: none"> -Words Their Way K/2 -Mondo Bookshop -Leveled Libraries -Leap Into Literacy Launch -Buddy Reading -30,000 Book Challenge -AIS Small Group Instruction -Use of Technology (Computers and Leapfrog)(See Goals 1&3) -Accountable Talk -Guided Reading – use of student tracking sheet -Grade 2 RAI spring assessment – company scored -Grade 1 – 90 min. block Word Work/SR/GR w/Centers -Grade 2 – WTW 3times week – 1 period -Teacher facilitators on Literacy Team -Grade Conferences on Literacy Competencies and Standards (See Goal 1)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Common preparation periods for teachers to enable congruence of instruction</p> <p>Professional Development Activities to facilitate expertise in <i>Mondo</i>, <i>ECLAS</i> and data driven small group instruction (See Goal 1)</p> <p>Literacy Coach and Literacy Resource Center – ESL teacher – extension of literacy instruction.</p> <p>Literacy Team with one representative from each grade</p> <p>Increased articulation amongst classroom teachers, service providers and Arts specialist</p> <p>Budget – 1.0/IEP; 1.0/SSS; 1.0/SETSS; 1.0/ELL</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The following indicators of success can be viewed throughout the 2010-2011 school year</p> <p>Projected gains – at least 80% of our students will achieve mastery on the benchmarks for ECLAS-2.</p> <p>Monthly attendance at Literacy Team meetings and professional development activities</p> <p>Observations of teachers, classroom environment, and active student engagement</p> <p>Increase in levels of benchmark assessments and student report cards</p>

SECTION VI: ACTION PLAN.

Subject/Area (where relevant):

LITERACY (READING) GRADES 3-6

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By utilizing a variety of instructional strategies to meet student needs, there will be a 2% increase of students meeting or exceeding the standards (Levels 3 & 4) on the New York State ELA (May 2011)</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>Throughout the 2010-2011 school year, all students, regardless of subgroup, will receive reading instruction through a skills block and one period reading block. Student needs will be addressed by the classroom teacher and/or mandated and academic intervention service providers. Strategies to be used include:</p> <ul style="list-style-type: none"> -Teacher’s College Units of Study (Gr6) -Buddy Reading -Literacy-based special events -Reader’s Workshop (Gr6) (mini-lesson/GR) -Parent Involvement -Focus on Vocabulary -Extended Day Comprehension Skills -Leveled libraries -Benchmark Assessments -Mondo-Grade 3-5 (SR/GR) -30,000 Book Challenge -Special Events (See Goal 4) -Community of Readers -Expand LeapFrog (Grades 4-6) -AIS Small Group Instruction -30 book campaign -Wilson -Use of Technology (Computers/SMARTboard)(See Goals 1&3) -Accountable talk -Leap Into Literacy Launch -Summer Reading Program -Guided Reading Tracking Sheets -Build Independent Reading Stamina -Parent Involvement -Targeted Students/Flexible Groups -Skills Block -Daybook -Acuity (Service Providers)(See Goal 1) -Use of data driven instruction- RAI, Acuity, EduTest -ELA Jump Start -Skills analysis to differentiate instruction -RAI Fall Assessment/company scored -ELAP Simulated Practice Test -Teacher facilitators on Literacy Team -Learning Leaders for ELL Students -Grade Conferences on Literacy Competencies and Standards (See Goal 1)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Common preparation periods for teachers to enable congruence of instruction Professional Development Activities to facilitate expertise in data driven small group instruction (See Goal 1) Literacy Team with one representative from each grade Increased articulation amongst classroom teachers, service providers and Arts specialist Literacy Resource Center Literacy Coach Budget – 1.0/Title I; 1.0/CFE</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The following indicators of success can be viewed throughout the 2010-2011 school year Projected gains – 2% increase in gains in mastery on the New York State ELA Monthly attendance at Literacy Team meetings and professional development activities Observations of teachers, classroom environment, and active student engagement Increase in levels of benchmark assessments and student report cards Completed curriculum maps (Gr6)</p>

SECTION VI: ACTION PLAN.

Subject/Area (where relevant):

WRITING – GRADES K-6

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to improve the instruction of written communication skills of students in grades 3-6 where at least 80% of selected students will show improvement in writing according to the Performance Indicator checklist.</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>Throughout the 2010-2011 school year, all students, regardless of subgroup, will participate in a Writer’s Workshop (at least 5x week) and demonstrate improvement in their writing skills. Student needs will be addressed by the classroom teacher and/or mandated and academic intervention service providers. Strategies to be used include:</p> <ul style="list-style-type: none"> -Handwriting (Gr.3) -Scholastic Trait Crate (3-6) (See Goal 1) Teacher’s College “Workshop Model” -Use of Great Source <i>Daybook</i> (Grades 2-6) -Standards-based task oriented rubrics -School-wide standardized writing portfolios -Peer Editing -Writing Curriculum Maps -Grammar/Writing Books (3-6) -Maintain a standards-based writing binder of student work for use as teaching tool -Common prep periods for team planning (See Goal 1) -Provide classroom support with a literacy staff developer (See Goal 1) -Use Visual Arts as prompts for writing -School writing pacing calendar <ul style="list-style-type: none"> -Fundamental Writing Kits (K) -Write Source Skills Books (1-2) -Extend writing strategies into content areas (See Goals 1 &2) -Writer’s Notebook (3-6) and folders (K-6) -“Something to Write About” (<i>Project Wisdom</i>) -PD on 6+1 traits of writing program (See Goals 1&2) -Accountable talk -Heinemann Units of Study -Conferences using checklist
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Common preparation periods for teachers to enable congruence of instruction (See Goal 1) Professional Development Activities to facilitate expertise in the teaching of writing (See Goal 1) Literacy Coach (See Goal 1&2) Arts Specialist Literacy Resource Center (See Goal 2) Scholastic Trait Crate (See Goal 1&2) Inquiry Team (See Goal 2) Supplement Writing instruction using <i>Heinemann</i> Units of Study Literacy Team with one representative from each grade (See Goal 1) Budget – 1.0/Literacy Coach</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The following indicators of success can be viewed throughout the 2010-2011 school year Projected gains – 80% of selected students will show improvement in writing according to the Performance Indicator checklist. Student work displayed on bulletin boards Monthly attendance at Literacy Team meetings and professional development activities Observations of teachers, classroom environment, and active student engagement Standardized Student Writing Portfolios Student Report Cards</p>

SECTION VI: ACTION PLAN.

Subject/Area (where relevant):	MATHEMATICS K-2
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, 85% of all students in grades K-2 will be able to demonstrate understanding of mathematical concepts as measured by embedded and periodic assessments by building conceptual understanding of mathematical skills and ideas
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>	Throughout the 2010-2011 school year, all students, regardless of subgroup, will be engaged in a math block. Student needs will be addressed by the classroom teacher using a variety of instructional strategies including: <ul style="list-style-type: none"> -Journal Writing -Everyday Math 3 games -Flexible Grouping -Ongoing assessments (embedded, periodic, product-based) -Destination Math Computer Program (See Goal 1& 3) -Differentiate Instruction with flexible groups -Use HomeLinks for homework (Gr 1-2) -Math Achievement Indicator (Gr 2) -Supplement program with Math Coach/Jumpstart (Gr.2) -Varied evaluation techniques including checklist, RSA and Unit test -Edutest (Gr 2) -Math portfolios -Pacing Calendar -Great Leaps Extended Day (Gr.2) -Math Steps (homework) (K) -Special Events (See Goal 4) -Parental Involvement through workshops -Schoolwide standardized Math Portfolios -Math Team – continue w/teacher facilitators -MAI Fall Assessment/Company scored
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	Common preparation periods for teachers to enable congruence of instruction (See Goal 1) <i>Math Coach/Jumpstart(Gr2), Everyday Math 3 Consumables, Math Steps (K), and Destination Math</i> Math Team with one representative from each grade (See Goal 1) Math AP Arts Specialist Math Resource Center Math Libraries Parent Workshops Budget – 0.4 Title I
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	The following indicators of success can be viewed throughout the 2010-2011 school year Projected gains – 85% of student population meets the standards (end of year assessments) Student Report Cards Student work displayed on bulletin boards Monthly attendance at Math Team meetings and professional development activities Observations of teachers, classroom environment, and active student engagement Standardized Student Math Portfolios Results of embedded assessments (K-2) and Math Achievement Indicator (Grade 2)

SECTION VI: ACTION PLAN.

Subject/Area (where relevant):

MATHEMATICS 3-6

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By providing a rigorous instructional program that promotes problem solving and critical thinking skills, 90% of our students will meet or exceed the standards. (Levels 3 & 4) in math as measured by the New York State Math Test (May 2011)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Throughout the 2010-2011 school year, all students, regardless of subgroup, will be engaged in a 60-75 minute math block. The block will include the workshop model of instruction that engages all students in a mini-lesson, guided practice, independent practice, ongoing assessment and the application of the skills learned.</p> <ul style="list-style-type: none"> -Journal Writing -Everyday Math 3 games -Provide at-risk Academic Intervention Services -Formative assessments (periodic, product-based) -Use self-checking materials -Data driven instruction using Acuity, EduTest and items skills analysis of the Math Achievement Indicator -Use HomeLinks for homework -Provide parent workshop to increase Parent Involvement -100th Day Celebration/Math Fair (See Goal 4) -Differentiate Instruction with flexible groups -Incorporate Great Leaps into the Extended Day Program -Supplement program with Math Coach/Jumpstart -Varied evaluation techniques including checklist, RSA, Unit test -Provide common preps for team planning -Provide classroom support with a math staff developer <ul style="list-style-type: none"> -Pacing Calendar -Math Plus simulation exam -Flexible Grouping -Skills Folders (3-6) -Math Achievement Indicator -MAI Fall Assessment/Company Scored -Math Team – continue w/teacher facilitators (See Goal 1) -Destination Math (Gr3)(See Goal 3) -School-wide standardized Math Portfolios -Grade 6 exit question
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Common preparation periods for teachers to enable congruence of instruction (See Goal 1) Professional Development Activities to facilitate expertise in the teaching of math (See Goal 1) Math Coach/Jumpstart, Everyday Math 3 Consumables Math Team with one representative from each grade (See Goal 1) Parent Workshops Math Libraries Budget – 0.4/Title I</p> <p align="right">Arts Specialist Math AP Math Resource Center</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The following indicators of success can be viewed throughout the 2010-2011 school year: Projected gains – 90% of students will meet or exceed the standards based on the NYS Math Test Student work displayed on bulletin boards Student Report Cards Monthly attendance at Math Team meetings and professional development activities Observations of teachers, classroom environment, and active student engagement Standardized Student Math Portfolios Results of embedded assessments and Math Achievement Indicator</p>

SECTION VI: ACTION PLAN.

Subject/Area (where relevant):

SCIENCE K-2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 80% of all K-2 students will be able to demonstrate mastery of scientific performance standards as measured by ongoing written and experiential assessments as well as through teacher observations and class discussions</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>Throughout the 2010-2011 school year, all students, regardless of subgroup, will be provided with science instruction by the cluster and classroom teachers utilizing a variety of instructional strategies including:</p> <ul style="list-style-type: none"> -Using inquiry, experimentation (hands-on), and discovery to solve problems -Workshop model -Science centers in classrooms -Literacy based: Springboard to workshop model -Focus on content vocabulary -Syllabus provided to parents at Curriculum Conferences -Science Fair projects by class and individual (voluntary) -Home School Connection: Students use illustrations and writing to reinforce skills -Parent sign-off -Integrate standard-based procedural writing into the science curriculum -Science Club 2x week -Science folders (Gr 1-2) -Science journals (Gr2) -Increase articulation and team planning between Science cluster, classroom teachers and ESL teacher (See Goal 1)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Cluster teacher provides instruction (2-3x week) and reinforcing activities (team planning) for classroom teacher</p> <p>Instructional materials- Textbooks, Magazines, Science Equipment, Smartboards</p> <p>Professional development activities (See Goal 1)</p> <p>Classroom Science Centers</p> <p>New Computer lab and computers in all classrooms (See Goal 3)</p> <p>Hall of Science and Alley Pond Environmental Center</p> <p>Budget –0.44 Title I; 0.56 FSF; 0.92 FSF</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Formal and informal assessments throughout the school year</p> <p>Participation in Science Fair</p> <p>Standards-based student displays on bulletin boards</p> <p>Congruence of instruction with cluster and across grade</p> <p>Report Cards</p> <p>Observations of teachers, classroom environment, and active student engagement</p> <p>80% of students will demonstrate mastery of scientific performance standards.</p>

SECTION VI: ACTION PLAN.

Subject/Area (where relevant):

SCIENCE 3-6

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By providing a rigorous instructional program that promotes problem solving and critical thinking skills, 85% of our students will meet or exceed the standards. (Levels 3 & 4) in science as measured by the 4th grade New York State Science Test (June 2011) as well as being able to demonstrate mastery of science performance standards as measured by ongoing written and experiential assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Throughout the 2010-2011 school year, all students, regardless of subgroup, will be provided with science instruction by the cluster and classroom teachers utilizing a variety of instructional strategies including:</p> <ul style="list-style-type: none"> - Workshop model -Science centers in classrooms -Hands-on inquiry based program using the scientific method -Syllabus provided to parents at Curriculum Conference -Use the garden as an outdoor classroom (See Goal 2&4) -Provide academic intervention services for mandated grade 4 extended day students -Mandatory individual Science Fair projects (See Goal 4) -Use of inquiry, experimentation (hands-on), and discovery to solve problems -Home School Connection: Students use written constructed responses that promote critical thinking skills to reinforce skills/Parent sign-off/Monthly Unit of Study -Integrate standard-based procedural writing into the science curriculum -Extend professional development activities with Science teachers to improve planning (See Goal 1) -Integrate technology into the curriculum through the use of Smartboards (See Goal 3) -Science folders -Test Prep Parent Workshop (Gr.4) -Increase articulation and team planning between Science cluster, classroom teachers and ESL teachers (See Goal 1)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Cluster teacher provides instruction (2-3x week) and reinforcing activities (team planning) for classroom teacher</p> <p>Hall of Science and Alley Pond Environmental Center</p> <p>Professional development activities</p> <p>Instructional materials- Textbooks, Magazines, Science Equipment</p> <p>Budget – 0.8/Title I SWP; 0.11 Title IIa; 0.08/School Support Supplement</p> <p>New Computer lab and computers in all classrooms</p> <p>Extended Day Program</p> <p>Classroom Science Centers</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The following indicators of success can be viewed throughout the 2010-2011 school year:</p> <p>85% of 4th grade students will meet or exceed standards.</p> <p>Participation in Science Fair</p> <p>Formal and informal assessments throughout the school year</p> <p>Standards-based student displays on bulletin boards</p> <p>Congruence of instruction with cluster and across grade</p> <p>Observations of teachers, classroom environment, and active student engagement</p> <p>Report Cards</p>

SECTION VI: ACTION PLAN.

Subject/Area (where relevant):

SOCIAL STUDIES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By providing students with a broad knowledge base they will demonstrate the application of knowledge and by June 2011, 85% of our fifth grade students, regardless of subgroup, will meet or exceed the standards (Level 3&4) on the Grade 5 NYS Social Studies Exam.</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>Throughout the 2010-2011 school year, all students, regardless of subgroup, will be provided with social studies instruction by the classroom teacher utilizing a variety of instructional strategies including:</p> <p>Provide a NYS standards-based curriculum implemented through ELA/Literacy Content Area Instruction</p> <ul style="list-style-type: none"> -Field Trips (See Goal 4) -Use primary source materials -Develop varied strategies for research -Focus on Social Studies content vocabulary in ESL, SETSS, and class -Continue school government (Student Council Elections and Activities) -Professional development activities (See Goal 1) -Use of multiple representations/documents -Articulation between teachers and Arts specialist -Integrate Social Studies into the Literacy Block (Gr. 3-5) -Grade 4 content area unit (DBQ's) -Incorporate age-appropriate newspapers as teaching tools -Social Studies based enrichment themes (immigration, current events, political cartooning) <ul style="list-style-type: none"> -Multicultural Festival (See Goal 4) -Integrate technology (See Goal 3) -Increase parent involvement (Career Day) -Cultural Share Week (See Goal 4) -Incorporate Arts achievements in varied cultures (See Goal 4) -Enrichment product-based activities (See Goal 3&4)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Classroom teachers use common preps to plan (See Goal 1)</p> <p>Non-fiction classroom libraries</p> <p>Instructional materials including text books</p> <p>Cultural activities (See Goal 4)</p> <p>Arts Specialist</p> <p>Computer Lab (Internet Access)(See Goal 3)</p> <p>Professional Development (See Goal 1)</p> <p>Extended Day Program</p> <p>New Social Studies textbooks for grades 3&6</p> <p>Budget – 0.5 Enrichment Teacher/FSF</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The following indicators of success can be viewed throughout the 2010-2011 school year:</p> <ul style="list-style-type: none"> Student Projects Results of assessments Improvement in essay writing skills Standards-based bulletin boards 85% of 5th grade students will meet or exceed standards. <ul style="list-style-type: none"> Classroom Observations Trimester Report Cards

SECTION VI: ACTION PLAN.

Subject/Area (where relevant):	THE ARTS	
<p>Annual Goal – Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, contingent on budgetary restraints, The New York City <i>Blueprint for the Arts</i> will be aligned with the <i>NYS Arts Standards</i>, so that all students in K-6, regardless of subgroup, will demonstrate skills and techniques in Arts education, measured by school performances, written work, displays, and presentations in school and in the community. (See Goal 4)</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>Throughout the 2010-2011 school year, all students, regardless of subgroup, will be involved in Arts activities in the classroom with teachers, the school art cluster teacher, music teacher, Studio in the School artist program, and artists-in-residence from cultural institutions. The strategies used will include, but not limited to:</p> <ul style="list-style-type: none"> -Using the tools of Artists -Creating works of art that explore social, cultural, and historical topics -Developing student writing skills using a variety of art materials, processes, and mediums as motivation for expression. -Learning how to incorporate student interests and experiences in creating and producing art -Maintaining a student art gallery throughout the school with permanent and rotating displays -Developing awareness of the contributions of varied peoples in the fields of Arts education -Integrating Arts curriculum into the content areas -Increasing parent involvement in Arts education workshops and increased attendance at cultural events. -Continuing partnerships with community-based organizations and cultural institutions -Utilizing in-house Arts specialists for ongoing professional development in the Arts. -Maintaining student art portfolios 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Queens Borough Hall Queens Museum of Art Material for the Arts The Magic Box Arts Consultants Art Residencies (144 Music and Art, LEAP, Studio in a School) Budget – 2.3/Title I ARRA</p>	<p>Metropolitan Museum of Art Visual Arts Cluster Music Cluster Physical Education Cluster</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The following indicators of success can be viewed throughout the 2010-2011 school year:</p> <ul style="list-style-type: none"> Student art galleries (annex and main) permanent and rotating Increased participation at cultural events, trips, assemblies Student displays of visual arts projects, musical, dance and dramatic presentations, in the forms of plays and dance festivals Increased parent involvement at student Arts events Bulletin boards documenting connections to content areas. Increased use of a variety of medium and tools for communicating ideas <p>School Newspaper Formal and informal observations Journals</p>	

SECTION VI: ACTION PLAN.

Subject/Area (where relevant):

PHYSICAL EDUCATION

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the physical fitness of our students by June 2011, 100% of all students will participate in a structured physical education curriculum that promotes good health, socialization skills, and movement education as measured by school programming, observation, and student participation.</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>Throughout the 2010-2011 school year, all students, regardless of subgroup, will be involved in physical education activities with one of our physical education (annex or main) cluster teachers. The strategies to promote physical fitness will include:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p align="center">Grades K-2</p> <ul style="list-style-type: none"> -Introduce rules and procedures for sports activities -Develop awareness of personal space in movement -Teach long-life healthy habits – fit for life -Enhance gross motor skills by jumping, hopping, dancing -Build needed skills for various sports (i.e. dribbling, shooting) -Teach health-related fitness concepts (Think Breakfast, Heart Healthy) -Initiate a Dance education program -Road Runner Project- walk/jog for a healthy heart -Field Day -Include character development ideals that support social and emotional learning while playing competitive and organized sports -Hoops-for-Heart -Jump-Rope-for-Heart -Fitnessgram Activities -Outdoor Fun Play -Continue HIV curriculum -Include character development ideals that support social and emotional learning while playing competitive and organized sports. </td> <td style="width: 50%; vertical-align: top;"> <p align="center">Grades 3-6</p> <ul style="list-style-type: none"> - Build teamwork and fair play through organized games (i.e. soccer, basketball) -Initiate a Dance education program -Continue Nutrition Club -Road Runner Project- walk/jog for a healthy heart -Enhance phys ed through aerobics and exercise -Create field days, school tournaments, and -Competitions (including teachers and parents) to build school spirit -Field Day -Hoops-for-Heart -Jump-Rope-for-Heart -Fitnessgram Activities -Continue HIV curriculum </td> </tr> </table>		<p align="center">Grades K-2</p> <ul style="list-style-type: none"> -Introduce rules and procedures for sports activities -Develop awareness of personal space in movement -Teach long-life healthy habits – fit for life -Enhance gross motor skills by jumping, hopping, dancing -Build needed skills for various sports (i.e. dribbling, shooting) -Teach health-related fitness concepts (Think Breakfast, Heart Healthy) -Initiate a Dance education program -Road Runner Project- walk/jog for a healthy heart -Field Day -Include character development ideals that support social and emotional learning while playing competitive and organized sports -Hoops-for-Heart -Jump-Rope-for-Heart -Fitnessgram Activities -Outdoor Fun Play -Continue HIV curriculum -Include character development ideals that support social and emotional learning while playing competitive and organized sports. 	<p align="center">Grades 3-6</p> <ul style="list-style-type: none"> - Build teamwork and fair play through organized games (i.e. soccer, basketball) -Initiate a Dance education program -Continue Nutrition Club -Road Runner Project- walk/jog for a healthy heart -Enhance phys ed through aerobics and exercise -Create field days, school tournaments, and -Competitions (including teachers and parents) to build school spirit -Field Day -Hoops-for-Heart -Jump-Rope-for-Heart -Fitnessgram Activities -Continue HIV curriculum
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<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Physical Education equipment Grades K-2 phys ed teacher Grades 3-6 phys ed teacher Parents Association After-School Program NY RoadRunner Program American Heart Association Budget – 2.0T/FSF</p>	<p>Muscular Dystrophy Association Fitnessgrams School aides during lunch recess Monthly PD by DOE Fire Safety Dental Health Music Teacher/Phys Ed Teacher planning and team teaching</p>		
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Increased physical fitness of students Increase in team games during lunch (basketball, kickball) Decrease in accidents during lunch and gym Increased participation in afterschool phys ed activities Increase in parent involvement in fitness activities and staff-parent volleyball game 100% student participation in physical education as evidenced by school prep schedule </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> School Programming Schedules Improved health habits </td> </tr> </table>		<ul style="list-style-type: none"> Increased physical fitness of students Increase in team games during lunch (basketball, kickball) Decrease in accidents during lunch and gym Increased participation in afterschool phys ed activities Increase in parent involvement in fitness activities and staff-parent volleyball game 100% student participation in physical education as evidenced by school prep schedule 	<ul style="list-style-type: none"> School Programming Schedules Improved health habits
<ul style="list-style-type: none"> Increased physical fitness of students Increase in team games during lunch (basketball, kickball) Decrease in accidents during lunch and gym Increased participation in afterschool phys ed activities Increase in parent involvement in fitness activities and staff-parent volleyball game 100% student participation in physical education as evidenced by school prep schedule 	<ul style="list-style-type: none"> School Programming Schedules Improved health habits 			

SECTION VI: ACTION PLAN.

Subject/Area (where relevant):

TALENTED AND GIFTED

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, contingent on budgetary restraints, all students in grades 1-6 who perform at the top 10% of grade will be involved in a thematic, student/interest based, TAG/Enrichment program.</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>Throughout the 2010-2011 school year students who are eligible to participate in the TAG/Enrichment program will:</p> <ul style="list-style-type: none"> -Participate in a pull-out program based on the Renzulli model -Participate in a grade 2 in-class program with teacher/Gifted Specialist -Utilize indoor and outdoor spaces for connection to Science curriculum and Technology. -Continue partnering with community-based organizations (Queens Museum of Art)(See Goal 4) -Increase home-school communication with TAG parents -Utilize artist-in-residence to design Enrichment program in collaboration with classroom teachers. -Participate in an end-of-the-year TAG Fair (See Goals 3&4) -Focus on problem solving skills to develop critical thinking and independent research -Plan cultural activities and trips (See Goal 4) -Continue District TAG class -Continue displaying TAG projects throughout the school (See Goals 2, 3&4) -Increase number of guest speakers as experts in their fields -Document all student work 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>1 Licensed TAG teacher for pull-out program 3 day per week F status teacher 2 day per week artist-in-residence Collaboration with outside agencies Technology teacher In-class program Budget – 1.68/FSF</p>	<p>Project Arts Budget Visual Arts teacher Grants</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Applied learning projects TAG Fair Visual displays of student work and projects on bulletin boards and showcases PowerPoint displayed on school Website</p>	

SECTION VI: ACTION PLAN.

Subject/Area (where relevant):

PARENT INVOLVEMENT

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be a 10% increase in parent involvement as demonstrated by attendance at workshops, meetings, and school activities</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>	<ul style="list-style-type: none"> -Distribute report cards at Parent-Teacher Conferences -Create and distribute monthly calendar and principal’s letter -Create and distribute school newspaper highlighting student achievements and upcoming events -Create parent calendar of school programs, policies, and routines -Provide parent workshops that educate them about school assessments -Post parent information on bulletin boards in annex and main buildings and on school website -Identify and provide translators for parent-teacher conferences, PA meetings, and school events -Increase special events that do not rely on English language skills (i.e. Cultural events, Multicultural Festival) -Utilize School Messenger -Provide student assembly programs (See Goal 4) -Increase Learning Leaders participation in the school program -Improve school website and add teacher links (See Goal 3) -Continue school policy of parent sign off on homework and tests -Provide parent workshops provided by service providers and coaches -Invite parents to participate during special events (Punch ‘n Pillow Day, Career Day, Multicultural Day, Writing Celebrations, Parent-Staff Volleyball Game) -Acknowledge Perfect Attendance Monthly -Engage parents in the Arts (e.g. Art workshops, trips to cultural institutions, lectures, Art Appreciation presentations) (See Goal 4) 															
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>District Parent Coordinator Parents Association Budget – \$4,143/Title I; 1%/Title I ARRA School Leadership Team (Instructional Program) - 14 member stipend=\$4200/FSF</p>	<p>-School Parent Coordinator -School Staff (Service Providers and Coaches)</p>														
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>10% increase in parent involvement (evident through sign-in sheets) at:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Parent workshops</td> <td style="width: 50%;">Increase in Class Parents participation</td> </tr> <tr> <td>Parent-teacher conferences</td> <td>Attendance on School Trips</td> </tr> <tr> <td>Curriculum Conferences</td> <td>Increase in volunteers to assist with PA functions and events</td> </tr> <tr> <td>PA Meetings</td> <td>Gains in student attendance and achievement</td> </tr> <tr> <td>School Assembly & events</td> <td>Improvement in English Language Skills</td> </tr> <tr> <td>Sign-In Sheets</td> <td>Parent signature on homework and tests</td> </tr> <tr> <td>Arts Events and Celebrations</td> <td></td> </tr> </table>		Parent workshops	Increase in Class Parents participation	Parent-teacher conferences	Attendance on School Trips	Curriculum Conferences	Increase in volunteers to assist with PA functions and events	PA Meetings	Gains in student attendance and achievement	School Assembly & events	Improvement in English Language Skills	Sign-In Sheets	Parent signature on homework and tests	Arts Events and Celebrations	
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School Assembly & events	Improvement in English Language Skills															
Sign-In Sheets	Parent signature on homework and tests															
Arts Events and Celebrations																

SECTION VI: ACTION PLAN.

Subject/Area (where relevant):	STUDENT SUPPORT SERVICES
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 3% increase in student achievement by those students receiving AIS/Student Support Services.</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>Students in grades K-6 with special needs during the 2010-2011 school year as identified by their classroom teacher will receive Academic Intervention Services and those students referred to the Pupil Personnel Team are identified for an evaluation for special education services.</p> <p>Maintain staff support network between SAT (SBST), administration, classroom teachers, and related service providers -Continue inclusion of students with special needs -Continue monthly meetings of Pupil Personnel Team and identify students with special needs -Continue maintaining Intervention Logs and Parent Contact Logs -Continue to provide Academic Intervention Services/Arts experiences (See Goals 2&4) -Continue providing parent workshops -Provide extended day instruction for Phonics (K-2) and Reading Comprehension (3-6) -Service providers to differentiate instruction using Acuity results -Promote improved student attendance. Teachers call home on 3rd day. Use of School Messenger to notify parents of student absences. Recognize 100% attendance. -Articulation with providers during extended day. -Increase Smartboards to enhance instruction and build on skills (See Goal 3) -Continue with Special Education Team</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>School Assessment Team (SAT) Guidance Counselor SETSS program/2 teachers Related service providers UFT Professional Periods (Circular 6R) Wilson Materials Budget – 1.0/TL SBST Social Worker; 0.8/TL SBST Psychologist; 0.2/TL SBST Bilingual Social Worker; 0.2/TL SBST Bilingual Psychologist; 0.2/TL SBST Family Worker</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>3% increase in student achievement Minutes of PPT Meetings School Progress Report and Report card Schedules of service providers program Acuity results</p>

SECTION VI: ACTION PLAN.

Subject/Area (where relevant):	ENGLISH LANGUAGE LEARNERS
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, effective Academic Intervention Services would have been provided for English Language Learners resulting in a 3% increase in Students achieving English Language Proficiency as measured by the results of the NYSESLAT</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>All ESL students newly arrived to the US or not making satisfactory progress in English Language Proficiency as measured by standardized diagnostic tools during the 2010-2011 school year will be provided with:</p> <ul style="list-style-type: none"> -Continue English language immersion strategies -Provide standards-based instruction across proficiency levels -Continue to provide a comprehensive literacy program -Differentiate instruction and provide specialized assignments (See Goals 1&2) -Adapt workshop structure to ESL instruction -Administer Acuity tests -Continue to support content areas (SS, Math, Science) -Provide ability-based small group instruction and create leveled partnerships -Expand multisensory materials (Leapfrog) to address varied learning styles -Use Arts experiences for increased proficiency in language development (See Goal 4) <ul style="list-style-type: none"> -Increase articulation between providers -Provide teachers with PD for the ELL -Integrate technology into ESL(See Goal 4) -Provide Title III morning program -Follow guidelines as presented in LAP -Mainstream ELL into general education -Use data driven instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Provide an intensive English immersion program for non-English speaking new admits –Daily for one period 2-3 ESL teachers providing a pull-out program for small group instruction as per mandated schedule Leapfrog Learning Materials Morning Program Title III Budget – 1.8/FSF; 12.5/Title III; 1.07/Temp Shortfall</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>3% gains on the NYSESLAT Observation of improved student language skills ESL Report Card grades</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant):		PROFESSIONAL DEVELOPMENT			
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, 100% of teachers will engage in high quality professional development that is determined by self-selection and identified needs. (See Goal 1)				
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>All classroom teachers (K-6), paraprofessionals, clusters, ESL, SETSS, and related service providers will participate in ongoing professional development activities during the 2010-2011 school year that will contribute to improved academic achievement of our students. This will be accomplished by using a workshop model in the following areas:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 60%;"> <ul style="list-style-type: none"> Mondo Guided Reading Balanced Literacy Everyday Math for K-5 teachers Manipulative-based math instruction for Grade 6 teachers Webinars and online services Data Driven instruction and Classroom Implications Standardized Grading Policy Grade Level Expectations Conferencing Questioning Techniques (Bloom’s Taxonomy) Learning Centers Para Meeting once a week Common Preps (K-6) PD on Portfolios and non-negotiables Preferred topics of interest /teacher need </td> <td style="vertical-align: top; width: 40%;"> <ul style="list-style-type: none"> -Guest staff developers - “Best practices sharing” at conferences -Use of Literacy/Math Team Facilitators -Demo Lessons -End of Year Reflections and Articulation -Attendance at offsite workshops - Lunch ‘n Learns/Prep ‘n Learns -Inter-visitations -Technology Training by Technology teacher -Articulation between and among in-house specialist (e.g. Music, Art, Phys Ed, Science, Technology) -Teacher Share once a week -Literacy and Math Coaches </td> </tr> </table>			<ul style="list-style-type: none"> Mondo Guided Reading Balanced Literacy Everyday Math for K-5 teachers Manipulative-based math instruction for Grade 6 teachers Webinars and online services Data Driven instruction and Classroom Implications Standardized Grading Policy Grade Level Expectations Conferencing Questioning Techniques (Bloom’s Taxonomy) Learning Centers Para Meeting once a week Common Preps (K-6) PD on Portfolios and non-negotiables Preferred topics of interest /teacher need 	<ul style="list-style-type: none"> -Guest staff developers - “Best practices sharing” at conferences -Use of Literacy/Math Team Facilitators -Demo Lessons -End of Year Reflections and Articulation -Attendance at offsite workshops - Lunch ‘n Learns/Prep ‘n Learns -Inter-visitations -Technology Training by Technology teacher -Articulation between and among in-house specialist (e.g. Music, Art, Phys Ed, Science, Technology) -Teacher Share once a week -Literacy and Math Coaches
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Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> Literacy Staff Developer/Coach Math Staff Developer/Coach In-house staff/specialists Offsite professional development activities Webinars and online services Company (Mondo) Staff Developer (Gr4) Budget – 1.0/Title I Literacy Coach 				
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> 100% attendance at professional development workshops Improved classroom practices 3% gains in student achievement Staff development evaluation forms Professional Development Binder 		<ul style="list-style-type: none"> Periodic Review of Teacher Lesson Plans Informal and Formal Observations Staff Developers/Coaches Logs Professional Development Agendas 		

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	3	0	5	3
1	9	0	N/A	N/A	2	1	4	4
2	0	0	N/A	N/A	1	0	1	1
3	22	15	N/A	N/A	14	1	4	1
4	13	14	26	9	6	0	3	4
5	27	15	0	11	1	1	1	1
6	14	14	0	9	14	2	2	1
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Title I Reading: Students not meeting the standards are provided with small group instruction in a pull-out model to assist them with acquiring strategies and skills needed to become independent readers. Programs include <i>Soar to Success</i> and <i>Wilson/Fundations, Aim Higher, Let's Read, Best Practices in Reading</i> and <i>Acuity</i></p> <p>Extended Day Programs: Students in grades K-1 receive academic support in phonics. Programs include <i>Wilson/Fundations</i>. Students in grades 2-6 receive academic support in reading comprehension and test-taking strategies in small groups using trade books, <i>Finish Line, STARS, and Rally Skills</i>.</p> <p>Differentiated Instruction: Classroom teachers continuously assess students and provide remediation and enrichment to meet student needs (Guided Reading and skills folders)</p>
<p>Mathematics:</p>	<p>Title I Math: Students not meeting the standards are provided with small group instruction in a pull-out model to assist them with acquiring strategies and skills needed to become more successful. Articulation with upper grade classroom teachers ensures congruence of instruction. Programs include <i>Acuity</i> and <i>Finish Line</i>.</p> <p>Extended Day Programs: Students in grades 2-6 receive academic support in Math and test-taking strategies during small group instruction in our extended day after school program through the use of Great Leaps.</p> <p>Differentiated Instruction: Classroom teachers continuously assess students and provide remediation and enrichment to meet student needs. (small groups and skills folders)</p>
<p>Science:</p>	<p>Extended Day Program: Science support is provided in an afterschool extended day program for Grade 4 AIS students, one class per day, through a hands-on experiment-based curriculum that focuses on vocabulary, scientific skills, and knowledge that can be applied toward the curriculum and State assessments in Science.</p>
<p>Social Studies:</p>	<p>Reduced Student-Teacher Ratio: Support in Social Studies is provided through content area literacy through whole class and small group instruction. Students learn strategies for success in nonfiction content reading and writing. Additional support is given to our ELL's by the ESL teacher based on articulations between classroom and the ESL teacher.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Non-mandated counseling: Individual, whole class, and small group counseling is provided to students to address social and academic skills, deficiencies, and needs to improve students' self-esteem and the school climate.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Non-mandated counseling: As per PPT Team meetings and teacher recommendation students are identified to receive at-risk, ERSSA, or Crisis-Intervention counseling.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Non-mandated counseling: As per PPT Team meetings and teacher recommendation students are identified to receive at-risk, ERSSA, or Crisis-Intervention counseling.</p>
<p>At-risk Health-related Services:</p>	<p>Medication: As per 504's, medication is dispersed, as needed, to children with allergic reactions (EpiPen) and for asthma (Albuterol).</p> <p>Extended Day: At-risk services provided by Occupational Therapists for Kindergarten students in handwriting. At-risk speech services provided for grade 2 students.</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-6 Number of Students to be Served: 102 LEP Non-LEP

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

One licensed ESL teacher and one licensed Common Branch teacher will provide supplementary services to our LEP newcomer immigrant students (recent arrivals) grades 3-6, through an intervention program. The focus of the intervention is to build phonemic awareness and vocabulary through a multi-sensory interactive program. Leapfrog provides the students with age/level appropriate instruction on the skills areas in need. The program continuously tracks the student, diagnoses the students' weaknesses, and creates a prescriptive path. The ESL teacher provides additional support through phonetic practice. In addition, the Leapfrog program will be expanded into the classroom so that an ELL student can continuously practice literacy at their own independent level. In addition a QTEL approach will be implemented in the upper grades to enhance ELL writing skills. Parents will receive a monthly progress report on Leapfrog results. Services students receive from this teacher is above and beyond the CR Part 154 mandates.

The Leapfrog ELL Title III immigrant program will meet *Monday – Thursday from 7:43 a.m. to 8:20 a.m. (before the official start of the school day) to service students in grades 3-6. These students will meet with the Common Branch teacher at no cost to the Title III funds. The ESL teacher will provide instruction through Leapfrog one period a day, five days a week for the same students as indicated on the teacher's program supplementary to mandated CR Part 154 ESL services. She will also serve the same students one morning each week for one half hour during the same time (before the start of the school day) as the Common Branch teacher. This will enable both teachers to make sure that their instruction is in congruence with one another. The ESL teacher will be funded through Title III funds as indicated on the Title III LEP Program School Building Budget Summary.*

There will be approximately 15 students participating in the program with open slots for new admits. The program will run from November 30, 2010 to June 25, 2011. We are coordinating funding to optimally benefit the student progress where the Common Branch teacher is at no cost to Title III funds.

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.

The ELL teachers providing the Title III program which utilizes the Leapfrog multi-sensory approach provide support to classroom teachers who use the program in their classroom. These teachers also attend professional development workshops through Network 19's NSS and QTEL. The methodology learned to support the ELL students is shared at Literacy Team meetings, Math Team meetings and grade conferences. An ELL teacher resource room is available with materials that can support the ELL in the classroom. Professional Development that teachers will be provided are: Creating an Interactive Classroom using ESL Strategies; Scaffolds to Help ELL Readers; Optimal Conditions for Language Learning; Implementing Leapfrog in the Classroom for ELL Students. The professional development delivered will be at no cost to Title III allocations.

Section III. Title III Budget

School: 099 BEDS Code: 34280001009

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	\$11,672	12.5 Licensed ESL Teacher providing supplemental services one period a day, six periods a week
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials. Must be clearly listed.	\$7,528	Purchase of additional Leapfrog/ESL materials
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$19,200	

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.

The need for written translations and oral interpretations is based on the current School Profile and the review of the ATS Otelle report. New admits are surveyed to determine which languages are needed for translations for their parents/caregivers through the use of the Home Language Survey. In addition, the parent coordinator outreaches to parents to ascertain their needs. Requests made by the Guidance Counselor, Office Staff, and Teachers also provide us with information about the need for translations. We also make use of the NYC Language Identification Guide in identifying their native language.

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

Our findings indicate that the most prevalent language, other than English, in our school population is Spanish. As per the 2010 School Profile, 36.0% of our student population is Hispanic, indicating the need for written translations of school notices into Spanish. Russian is the second highest language where a translation would be needed. Other languages are less numerous. Department of Education information is disseminated in these languages.

The need for Spanish and Russian translations are reported to the School Leadership Team and the Parent Association. It is conveyed that if any other language is needed, a request can be made through the Parent Coordinator who will provide access to the NYC Translation and Interpretation Unit.

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.

Written communication from the principal is prepared in a timely manner. The website contains links where all school notices can be translated into different languages. Written interpretations in Spanish from staff or parents are prepared upon request.

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.

A sign posted at the main entrance alerts parents that translation services are available. Oral interpretations into any language spoken by a member of our school community can be provided by staff or parent volunteers. The NYC translation service can be used if no teacher is available in the needed language. Teachers are aware of the need for translators for parent-teacher conferences so arrangements can be made in advance.

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>.

The school informs parents that they are entitled to language interpretation assistance at Parent Association meetings, ELL orientations and School Leadership Team meetings. The language assistance can take the form of written translations or oral interpretations. In addition, a sign posted by the main entrance will inform parents that they are entitled to language services. The Department of Education website also informs the parents of their right to language services. The Parent Coordinator can also arrange for translation or interpretation services for any meetings, as needed.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	414,360	18,324	432,684
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,143	183	4,326
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20,768	*	
4. Enter the anticipated 10% set-aside for Professional Development:	41,436	*	

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

See next page for School Parental Involvement Policy.

P.S. 99 Queens - The Kew Gardens School

Two Buildings, One Heart!

82-37 Kew Gardens Road ☎ Kew Gardens, NY 11415

718-544-4343 *Main Building* 718-846-4972 *Annex*

718-544-5992 *Fax*

Website – www.ps99.org



**Department of
Education**

Joel I. Klein, Chancellor

**A FORDHAM UNIVERSITY
PARTNERSHIP SCHOOL**

Paulette Foglio
Principal

Nicholas Sforza
Assistant Principal

Aida Trujillo
Assistant Principal

PS 99 SCHOOL PARENT INVOLVEMENT POLICY

Successful students are the result of the partnership of the school and the home. Research has demonstrated that parent involvement contributes to increased academic achievement. PS 99 believes this premise and, therefore, facilitates the home-school connection by communicating regularly about their child's progress and individual needs, and by keeping parents informed of the school calendar, programs, and special events.

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out the Title I, Part A parental involvement requirement, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (ELL), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* 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 carry out programs, activities, and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities included to ensure:

- *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 in decision making and on advisory committees to assist in the education of their child*
- *the carrying out of activities, such as those described in Section of 1118- Parental Involvement of the ESEA.*

In order to achieve the goals named above, PS 99 is dedicated to involving the parents in the educational process. This is accomplished through various venues.

Parents receive monthly communication via a school calendar, Principal's monthly letter, school website, School Messenger program and school newspaper, "The Buzz." School notices, district, and regional notices, and parent workshop notices are distributed regularly. Posters are also displayed notifying parents of this information as well.

Student progress is communicated through ARIS, phone calls, parent teacher conferences, and progress reports as well as through Department of Education Report cards. Teachers write newsletters informing parents of special class or grade achievements and events.

Parents' Association meetings are held monthly as well as executive board meetings. Agendas are distributed prior to the meeting to inform parents of the topics for discussion. Guest speakers may be invited. A Parent Bulletin with messages from the PA, PS 99 Administration, staff and news, are distributed quarterly and throughout the year. Parents are encouraged to be active participants in the school and in their child's education.

The School Leadership team is comprised of 50% parents. Monthly meetings are held and parents are an integral part of the decision-making process. School programs and materials are reviewed and revised, as needed. The school also involves parents of children served in Title I, Part A programs in decisions about how the Title I, Part A funds allocated.

A Parent Coordinator is a full-time staff member and is the liaison between the home and the school. Parents are welcome to voice their questions, compliments, and concerns to the parent coordinator. He works to address these topics and to assist parents in meeting their needs.

Workshops are offered, based on parent interest and need, and are presented by qualified staff members or guest speakers to assist parents with family issues and academic concerns. We educate parents on the State testing program, how to access information from ARIS, Acuity and Edutest, how to monitor their child's progress, and how to assist their children to meet the standards.

Parents should be knowledgeable of their Rights and Responsibilities, and PS 99 distributes the New York City Board of Education "Bill of Parents' Rights and Responsibilities".

A School-Parent Compact that outlines the responsibilities of the home and the school is also distributed to all parents. This agreement, developed in collaboration with parents, ensures that a partnership in education is maintained and that the best interest of all children is consistently served.

It is evident that parents are widely involved in the education process at PS 99. We achieve a strong home-school connection.

Paulette Foglio
Principal

Debbie Royce/Erika Steuerman
PA Co-Presidents

2010-2011 School Year

P.S. 99Q
Paulette Foglio, Principal

SCHOOL PARENT COMPACT

Parents/Guardian:

Please sign below and return to your child's teacher.

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

The School Agrees	The Parent/Guardian Agrees
<p>To keep parents informed of the Title I program and their rights to be involved, through Parents' Association meetings.</p> <p>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, will provide child care to accommodate parents so they can attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> • Parent-teacher conferences at least annually. • Frequent reports to parents on their children's progress, reasonable access to staff. • Opportunities to volunteer and participate in their child's class and observation of classroom activities. • Provide translation when possible. <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. technology workshops.</p>	<p>To become involved in developing, implementing, evaluating and revising the school parent-involvement policy.</p> <p>To use or ask for technical assistance training that the local education authority or school may offer on child rearing practices and teaching and learning strategies.</p> <p>To work with my child/children on their homework and sign each day.</p> <p>Read or listen to my child read for 15-30 minutes per day. (grades K-1)</p> <p>Listen to or ensure that my child read for 15-30 minutes per day. (grades 2 -3)</p> <p>Ensure that my child reads 45-60 minutes a day at home. (grades 3-6)</p> <p>To monitor my child's:</p> <ul style="list-style-type: none"> • Attendance at school • Punctuality at school • Homework • Television watching • Use of electronic devices • Healthy Habits • Health needs • Behavior <p>To share the responsibility for improved student achievement.</p> <p>To communicate with my child's teacher(s) about their educational needs and to be accompanied by a translator, when possible.</p> <p>To provide information to parent groups on what type of assistance I would like in order to assist my child in the educational process.</p>

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of School Principal/Teacher

Signature of Parent/Guardian

Paulette Foglio, Principal

Print Name

Teacher

Telephone Number

_____ **AM** _____ **PM**

(Best Time to Contact)

Student Name

Date

Class

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.

The entire school community has been involved in collecting, analyzing, reporting, and discussing the data from various assessments to determine our strengths and weaknesses. In order to design a school program that would afford our students maximum opportunities for improved social and academic success, the formal and informal indicators to be used are:

Staff Data	Student Data	Edutest	Annual School Report Card
School Quality Review	Acuity	ECLAS, State Assessments	Reading Achievement Indicators
PASS Review (Internal)	CEP	Teacher Observations	Math Achievement Indicators
Rubrics	AIS Services	Suspension Rates	ARIS
Parent Involvement	Agendas	Professional Development Attendance	ATS Reports
School Progress Report	Leapfrog	Feedback from teachers on Math & Literacy Teams	
Benchmark Assessment	Destination Math	Results of the Learning Environment Survey	Periodic Assessments
Arts Displays/Presentations	Walkthroughs	Minutes of SLT meeting	
Use of School Website (Hits)	Peer Review	Formal/Informal Observations by Administrators	

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
- **All students regardless of ability levels receive additional supplemental services during enrichment periods for each grade.**
 - **A talented and gifted program for grades 2-6 is provided.**
 - **Our enrichment program addresses the needs of all our students, i.e. AIS Math, AIS Reading, ESL, SETSS, Speech, Counseling, OT, PT.**
 - **Our Arts program upholds the NYS Arts Standards for student participation and performance, K-6.**

3. Instruction by highly qualified staff.
100 % of our staff is fully licensed and permanently assigned to this school. According to the School Profile, 96.0% of teachers have a master’s degree plus 30 hours.

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 99 teachers are members of a learning community where new methodologies and curriculum are explored and best practices shared. Professional development activities are provided as described in goal number 1 in Section V Annual School Goals, as well as through Lunch ‘n Learns and Prep ‘n Learns and is differentiated based on teacher need, student achievement, and programs implemented. More extensive professional development is provided through our “In-house Professional Development Program.” The administration and literacy coach support the teachers with the implementation of new ideas and techniques.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Not applicable.

6. Strategies to increase parental involvement through means such as family literacy services.
Parent involvement is a key component to student success. Activities are planned that encourage the parents to participate with their children in the school activities or special events. These activities promote strategies that can assist their child socially and academically. Workshops include becoming familiar with the New York State assessments in the content areas and learning how to help their child meet the standards. Parents are taught how to access “Edutest,” a computer program where parents can enable their children to practice reading and math skills. Special events, such as Punch ‘n Pillow and Career Day, give parents an opportunity to visit and interact with their child’s class. There are also events that cross the language barrier such as the Parent-Staff volleyball game, Multicultural Festival, workshops in the Visual Arts, invitations to performances and opportunities for family trips related to the Arts.

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.
Incoming Kindergarten parents are invited with their child, to an orientation breakfast in late Spring (June) so that the students can become familiar with their new school. A summer packet is sent home with a list of school supplies and introductory worksheets, as well as summer reading ideas. The students begin the school year with two truncated days of instruction to help them to assimilate into the new environment. Those students experiencing difficulty with the separation process in the new school environment are given special attention and, if needed, the school guidance counselor, social worker, or psychologist assist in the process. Parents are also welcome to stay during the transitional period to help their child have a positive school experience. Parents are invited in the Fall to attend curriculum conferences to meet with their child’s teacher. Parents are advised of summer Arts experiences in the community. During the school year, Kindergarten parent workshops are provided on a monthly basis by a Kindergarten teacher throughout the school year.

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 99 is a collaborative school. Teachers “team” to plan instruction, assess the school program, and make revisions, as necessary. The Principal meets with the “teams” to discuss the instructional program, materials, assessment tools, and teacher progress in professional development. Teachers are a part of the decision-making process to create a continuous loop of communication. Their feedback is highly valued.

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. **Teachers continuously review their students' academic achievement to determine student needs. Diagnostic tools (i.e. Acuity, Reading and Math Achievement Indicators, and Edutest) result in skills analyses that are used for flexible grouping within the classroom environment, as well as to suggest students for the Title I programs. The Reading and Math Achievement Indicators are administered at the beginning of each school year. Throughout the school year, Edutest, a computer assisted program that creates a home-school bond, is used to address and test these skills weaknesses and to help maintain areas of strength. Acuity is used in addition and academic intervention teachers use the results to assess and meet student needs. The Achievement Indicators are administered at the end of the year. Some students are "targeted" for more intensified skills practice to ensure that they continue to meet the standards of a Level 3. Students with more pronounced needs are identified and discussed with the pupil personnel team (that meets monthly). A prescriptive plan is designed to assist the student to meet proficiency levels. In addition, to help within the classroom and in our extended day Academic Intervention Program, the students are enrolled in a Title I Reading or Math program that provides them with more intense small group instruction. At the end of each school year, student results are compared to the previous year to ascertain gains as well as to revise the school program, if needed.**

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. **PS 99 incorporates "Project Wisdom" into the daily program. The students read a special passage over the public address system that conveys values and how to make the choice for a better life.**

Student Council's initiative is to promote a bully-free school zone. Students in grades 2-6 will participate in a bullying assembly "Power of One." All students in P.S. 99 will sign a pledge wall and vow to be bully free.

The Prejudice Reduction program is being re-instated at the school. Students will see re-enactments in which they can discuss how to fairly treat one another

A peer mediation program teaches our students how to solve problems without the use of violence. Students are trained in the process and confrontations go before the mediators for resolution.

Nutrition (Health) is taught as a component of our physical education program. Students learn the foods that will help them to stay healthy. Our school nutrition club for grades K-6 is a valuable part of our nutrition curriculum. The students assess the school meals, poll their peers, and offer suggestions for healthier foods that students would enjoy.

The Arts education emphasis in the school focuses partly on careers in the Arts, visits by professional artists for career building, and information in Arts related fields.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual

needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal			x			
Title I, Part A (ARRA)	Federal			x			
Title II, Part A	Federal			x			
Title III, Part A	Federal			x	School did not participate		
Title IV	Federal			x			

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

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

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

IDEA	Federal			x			
Tax Levy	Local			x			

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

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

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

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

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
As of today's date, 10/20/10, there are no students at P.S. 99 in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
The Guidance Counselor provides outreach. She offers to provide supplies. She communicates with the shelter in order to ensure that the school is aware of any circumstances that might require attention. She provides at-risk counseling if necessary. The AIS coordinator determines along with the SAT if the student has been receiving mandated services. If it is determined that the student did receive services then the school provides the necessary interventions. The AIS coordinator additionally coordinates with the student's classroom teacher to determine whether the student needs additional remediation.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 099 Kew Gardens						
District:	28	DBN:	28Q099	School		342800010099	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.8	95.5	95.2
Kindergarten	102	123	124				
Grade 1	121	111	129	Student Stability - % of Enrollment:			
Grade 2	117	124	107	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	111	117	125		94.2	96.7	94.3
Grade 4	89	106	124				
Grade 5	109	88	104	Poverty Rate - % of Enrollment:			
Grade 6	98	107	87	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		60.2	70.1	70.1
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		1	10	28
Grade 12	0	0	0				
Ungraded	0	2	1	Recent Immigrants - Total Number:			
Total	747	778	801	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					16	17	10

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	36	31	36	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	19	39	32	Superintendent Suspensions	0	0	0
Number all others	70	65	61				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	49	53	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	9
# receiving ESL services only	124	104	TBD				
# ELLs with IEPs	9	33	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	3	11

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	100.0
				% more than 2 years teaching in this school	87.8	84.9	86.8
				% more than 5 years teaching anywhere	55.1	62.3	83.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	96.0	98.1
American Indian or Alaska Native	0.3	0.1	0.4	% core classes taught by "highly qualified" teachers	92.9	100.0	97.9
Black or African American	7.5	7.7	8.2				
Hispanic or Latino	36.0	36.0	36.2				
Asian or Native Hawaiian/Other Pacific	29.9	29.2	28.1				
White	24.5	25.3	26.8				
Male	52.5	52.1	51.9				
Female	47.5	47.9	48.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	v	v	-			
Multiracial	-	-				
Students with Disabilities	v	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	8	8	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	68.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	11.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	41.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	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

**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 55	District 28	School Number 99	School Name PS 99
Principal Paulette Foglio		Assistant Principal Aida Trujillo and Nick Sforza	
Coach Mary Iadevaia (Literacy)		Coach	
Teacher/Subject Area Sara Goldberg (ESL)		Guidance Counselor Suzan Bruck	
Teacher/Subject Area Nina Alaeva (ESL)		Parent	
Teacher/Subject Area Frank Mooney (ESL)		Parent Coordinator Jordan Holtzman	
Related Service Provider		Other	
Network Leader		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	798	Total Number of ELLs	102	ELLs as Share of Total Student Population (%)	12.78%
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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.

ELL Identification Process:

1. To identify the students for possible ESL eligibility they need to go through the following steps:
 - a. The secretary provides the parent with the HLIS survey to fill out at registration in their native language. If native language is unavailable translation services are provided by on site staff or by NYCDOE's translation and interpretation unit.
 - b. An ESL certified teacher, either N. Alaeva, S. Goldberg or F. Mooney conducts an informal interview in English (and in the native language with the help of another teacher) with the newly enrolled student.
 - c. Then a certified ESL teacher administers the English and/or Spanish LAB-R within 10 days of registration.
 - d. In May the NYSESLAT is given to all ELL students in order to evaluate their progress in English language proficiency. The students are given the four strands to assess their Speaking, Listening, Reading and Writing skills defined by NY State's English as a Second Language Learning Standards. In August, results are provided to the ELL teachers in scaled measures(Beginners, Intermediate, Advanced and Proficient) in order to create a program to provide proper ESL services to each student in our school. Students will continue to receive ELL services until they learn English well enough to participate in English-only classes. Our teachers use the student's NYSESLAT scores along with the other State test scores to determine which instructional standards to focus on and base instructional programs.
2. P.S. 99 provides parents of newly enrolled ELLs with an orientation describing all three program choices: transitional bilingual education, dual language, and free-standing English as a Second Language (ESL). The first orientation is scheduled at the end of September after all the new admits are tested with the LAB R. Another orientation is given in October and November if needed. If parent is unable to attend any of the orientation sessions the ELL coordinator will contact them as well as the parent coordinator. During the orientation the ELL teachers explain the different programs offered to ELL students. A video is shown to help assist in the explanation of ESL services. Based on this orientation, parents and guardians can select a bilingual or ESL program or model they feel will most benefit their children.
3. In September, after NYSESLAT scores are received the ESL teachers send the entitlement letters home with the students. Copies of those letters are placed in student folders. The Parent Survey and Program Selection forms are filled out at the parent orientation meeting.
4. ELL students are placed in an ESL program based on their NYSESLAT or LAB-R scores. At P.S.99 ESL teacher programs are designed to assure that the mandated number of instructional minutes are provided according to the proficiency levels of the students. Students will receive the NYS ESL instructional time based on their proficiency level: Beginner and Intermediate Level Students - 360 minutes/week and Advanced Level Students - 180 minutes/week. All ELL students will be pulled out during an enrichment period when all mandated students (SETSS, OT, AIS Reading, and AIS Math) in that grade are being serviced. The students that remain in the classroom will be engaged in an enrichment activity with the teacher. This enables the ELL and other serviced students to participate in all required curriculum subjects. A letter, in English or native language, will be sent home with the student to inform parents of the program their child is in. If necessary, parents may consult and communicate with any ESL teacher mentioned above for further explanation of the placement process. It includes the ESL coordinators contact information if parent has a question related to the program.
5. Data from the Parent Survey and Program Selection forms from the past few years indicates that the ESL program is the most requested program in PS 99. S. Goldberg stores returned parent surveys and program selection forms in the ESL Resource Room.
6. P.S. 99 program selection will be aligned with parental requests since more than 97 percent of parents request this program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2	2							14
Total	2	2	2	2	2	2	2	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	85	Special Education	22
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	3

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input checked="" type="checkbox"/> 85	<input type="checkbox"/>	<input checked="" type="checkbox"/> 16	<input checked="" type="checkbox"/> 14	<input type="checkbox"/>	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 102

Total	85	0	16	14	0	6	3	0	0	102
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

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	6	9	11	7	6	1	2							42
Chinese	1	1		1			1							4
Russian	4	1		2	2	2	1							12
Bengali		0												0
Urdu	2	2	2	3	1	3								13
Arabic	2	2			3	2	2							11
Haitian		0												0
French		0	1	1										2
Korean	1	0	1				1							3
Punjabi						1								1
Polish		1	1			1								3
Albanian			1											1
Other	1	3	1		1	1	3							10
TOTAL	17	19	18	14	13	11	10	0	0	0	0	0	0	102

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. P.S. 99 provides two instructional models for the ELL population. A “Pull-Out” and “Push-In” Program will be provided for grades K-6 for English Language Learners. The teachers will emphasize content instruction in science, social studies and math in congruence with the grade curriculum, NYS and ESL standards and collaborative planning. More emphasis will be placed on writing and reading within the content areas, since these areas present the most difficulty for our ELL students, based on the current data.

b. The ELL students are grouped heterogeneously. In grades K-6 Beginner, Intermediate and Advanced students will be grouped together for one period according to their grade during the scheduled enrichment program. The remainder of mandated instructional time will be provided for Beginners and Intermediate students heterogeneously.

2. The three certified ESL teacher will insure that the students receive the NYS ESL instructional time based on their proficiency level:

Grade K: Periods 3 and 4

Grade 1: Periods 1 and 2

Grade 2: Periods 7 and 8

Grade 3: Periods 5 and 7

Grade 4: Periods 4 and 7

Grade 5: Periods 1 and 2

Grade 6: Periods 2 and 8

Beginner and Intermediate Level Students: - 360 minutes/week and Advanced Level Students - 180 minutes/week.

3. Teachers will scaffold academic language to content areas to support ELL instructional strategies. A variety of materials will be used to support the learning of ELLs, such as realia, print, visual media and technology. P.S. 99 will be in continued compliance with the Balanced Literacy Approach and utilize ELL intervention kits and guided reading books for differentiated instruction during the school day. Students’ literacy in their native language will be taken into consideration, as books in several native languages are placed in classrooms.

4. a. SIFE students, who have experienced interruption in their formal education, will be provided with extra support from reading and math AIS teachers. They will be given opportunities to attend educational programs both before and after school. Currently our school has no SIFE students.

b. ELL students in U.S. schools less than three years will receive similar services as the SIFE students in order to acquire English language proficiency within 3 years. They will be given explicit frameworks for reading, writing, speaking and listening. The ESL teachers will provide individual support within their mainstreamed groups to develop language acquisition and learning strategies that will prepare them to think critically and to function more effectively in their classrooms. These students will also be using Leapfrog to assist

them in acquiring different reading and math skills.

c. The ELL students receiving services for 4-6 years will receive support through SIOF instructional methodology by the ESL teacher. They will also be using Leapfrog and a web-based program Acuity to assist them in acquiring different reading and math skills.

d. Long-term ELLs will receive continuing transitional support within and outside of the classroom. These students will be enrolled in the extended day program to assist them in their individual needs.

e. Students identified as ESL with special needs according to SBST identification are fully serviced. Service providers, i.e. self-contained special education teacher, resource or speech teachers, in conjunction with the ESL teacher, determine guidelines for language acquisition. IEPs will reflect an achievable aim or goal to develop language.

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

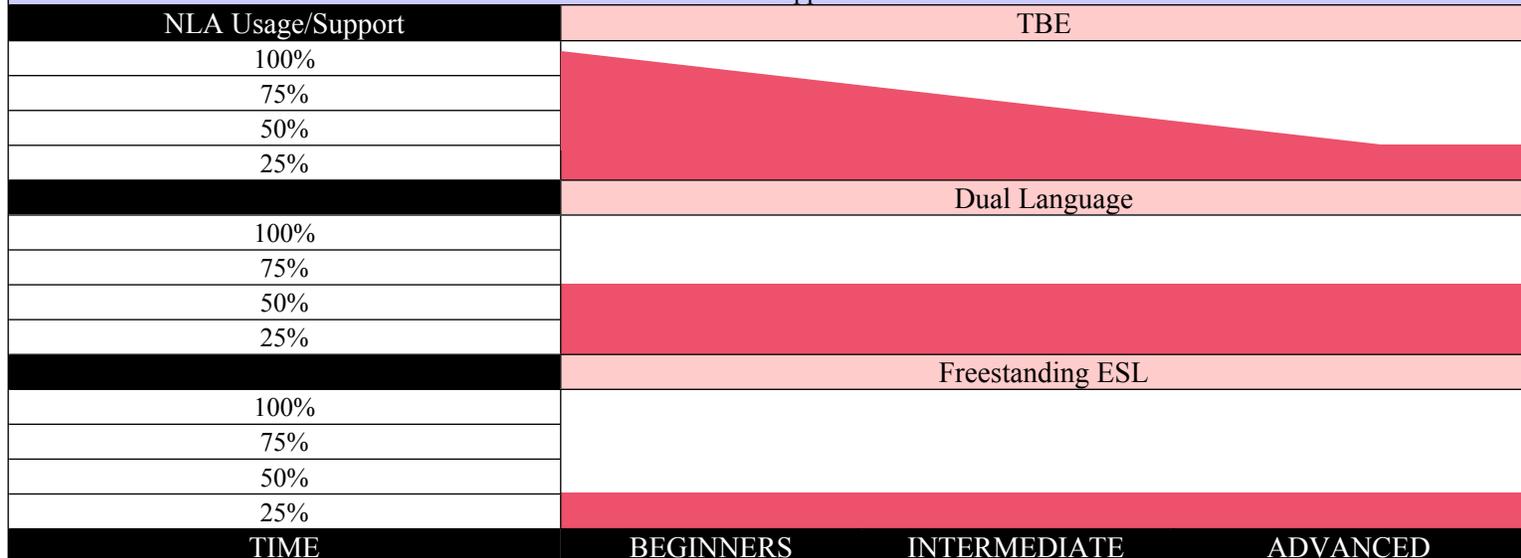
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. In Math there is a AM program offered to all below level grade 3 students, including ESL students. In ELA ESL students in need of extra support are mandated to enroll in the extended day program. Instruction is provided by classroom and out of classroom teachers based on skills students demonstrated as areas of weakness. The ESL teacher assigns tutorials on web-based Acuity to assist students in mastering reading and math skills.

6. ELLs that have become proficient are given extra time on the NYS Test for the next two years. They are provided with extra help in reading and math through our AIS program.

7. The ESL teachers will be trained in the usage of Smartboards in their classroom. They will use the ESL Smartboard lessons within their classrooms.

8. All our programs will stay in effect for the upcoming school year.

9. All ELL students are afforded equal access to all school programs. Applications for after school activities are provided to all students at PS 99. Students in need of extras support based on State ELA/Math test and NYSESLAT are mandated to participate in extended day.

10. The instructional materials used to support ELLs are the following: Web-based Discovery Education, Smartboard, web-based Acuity, Computer based Leapfrog program. Skill oriented books are used in grades 3-6 to assist the ELL students.

11. The ESL teachers use support in the native language to assist the students in acquiring English. Our ESL teachers are fluent in Spanish and Russian.

12. Yes, required services support and correspond to the ELL's age and grade level. Students are generally placed in classes according to their grade level. However, if necessary student placement will be modified according to their instructional level. For example, a grade 1 student may be placed in a Kindergarten ESL class for additional services.

13. Most students are enrolled at the beginning of the school year and there is no way for teachers to know which students will be "newly enrolled ELL students." At the time of enrollment the ELL teachers provide these students with support material to be used at home. New incoming students are provided with an opportunity to meet one period a day for additional supplemental instruction provided by an ESL licensed teacher.

14. N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The ESL teachers will be attending a series of workshops on SIOF techniques at Fordham University. At PS 99 our ESL teachers will attend workshops given by common branch/special needs teachers. These workshops will offer the ELL teachers professional development in areas that will assist them in their delivery of instruction.
2. The ESL teacher and Guidance counselor will be available to consult with middle school staff at the time of articulation.
3. Teachers not in possession of the 7.5 hours of ELL training will attend training as required by the Jose P. case.
4. Professional development is provided during the extended day and after school on alternate Mondays during the entire school year. ESL teachers provide ongoing professional development support by providing alternative strategies to work with ESL students.

E. Parental Involvement

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

1. All parents including ELL parents will be encouraged to participate in all activities in the school. The school provides workshops throughout the year to inform parents of different programs or assessments. We insure that every parent has the capacity to communicate with the school at all times.
2. We inform the parents of the availability of the following resources: community programs at the local library, Kew Gardens Community House, the Department of Education Interpretation and Translation Services, local Civic Association programs and private agencies that offer support groups.
3. When parents register in the school the pupil accounting secretary will assist in evaluating the needs of any parent. Subsequently the parent maybe referred to our Parent Coordinator or ESL staff who will assist them with their needs. There are designated representatives

for parents and students who bring to School Leadership Team ("SLT") and Summit meeting any issues, concerns or questions.

4. We hold many special events and workshops that are addressing the needs of the parents. Example: Multicultural event, Edutest workshops, ARIS workshops, Test Prep, Bullying/Abuse Workshops, School Preparation workshops. We are always open to suggestions from parents at the Parent Association meetings. Parents needs will be addressed and forwarded to the appropriate personnel. During the parent association meeting interpreters are available upon request.

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)	12	15	2	2	3	0	3							37
Intermediate(I)	0	3	4	8	5	3	1							24
Advanced (A)	5	1	12	4	5	8	6							41
Total	17	19	18	14	13	11	10	0	0	0	0	0	0	102

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	0	0	0	0	1						
	I		7	2	2	4	0	1						
	A		10	7	5	3	5	3						
	P		1	9	7	5	4	2						
READING/ WRITING	B		15	2	1	2	0	1						
	I		3	3	9	5	2	1						
	A		1	9	4	5	6	5						
	P		0	4	0	0	1	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	5	2	0	13
5	1	7	4	0	12
6	1	5	5	1	12
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									0
4	5		5		2		2		14
5	0		5		8		0		13
6	1		4		5		7		17
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			3		4			2	9
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			3		7		1		11
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. The assessment tools used to assess early literacy skills of our ELLS are: ECLAS, Leapfrog and Mondo benchmark assessments. These results are shared with the ESL teacher in order to plan appropriate instruction for ELLS. This information coincides with the results from the NYSESLAT, however, occasionally there may be a student that exhibits improvement in ECLAS testing thereby changing the ESL methodology used. ECLAS data is available on ARIS to teachers and parents. In addition, students who demonstrate reading deficiencies according to these assessment tools will be recommended for our extended day program where they would receive additional support.

2. After analyzing NYSESLAT data in the four modalities across proficiency levels and grades, it can be determined that students in

of the students that scored the lowest level are newcomers having been in the school system for one to three years and/ or are special education students. Based on these results, additional instruction will be provided to the students who scored between Level 2 and 3 using Leapfrog. The Level 1 students need more time to acquire the language in order to reach a higher level.

b. The results of the 2009-10 NYS Math test show a larger number of students are meeting the standards. There were a total of 42 students that took the test: 14% (6 students) scored on Level 1; 33% (14 students) scored on Level 2; 36% (15 students) scored on Level 3; 21% (9 students) scored on Level 4. In our ESL classes math will continue to be integrated into the curriculum to help the students move from one level to another.

c. After reviewing the NYS Science scores from 2009 and 2010, it is evident that a need for a science tutorial is needed to increase science skills. A Science tutorial program will be given during the extended day to the 4th grade students, which include ELL students. This will help provide extra test taking skills in Science. Based on these findings the ELL teachers will continue to focus on content instruction in their ESL classes to enable the ELLs to improve their knowledge of Science topics.

5. N/A

6. Success of PS 99's ESL program is evaluated by the results of the NYSESLAT , NYS ELA and NYS Math test.

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.

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		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		
	Other _____		
	Other _____		
	Other		