



P.S. 117Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (28Q117)

ADDRESS: 85-15 143RD STREET, BRIARWOOD, N.Y. 11435

TELEPHONE: 718-526-4780

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 117 **SCHOOL NAME:** Joyce Keld Briarwood School

SCHOOL ADDRESS: 85-15 143rd Street, Briarwood, New York 11435

SCHOOL TELEPHONE: 718-526-4780 **FAX:** 718-297-1796

SCHOOL CONTACT PERSON: Paula Cunningham **EMAIL ADDRESS:** PCunningham@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Terri Elias

PRINCIPAL: Paula Cunningham

UFT CHAPTER LEADER: Ruth Bowman

PARENTS' ASSOCIATION PRESIDENT: Howard Slewett

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** #410

NETWORK LEADER: Altagracia Santana

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 member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

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

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

Name	Position and Constituent Group Represented	Signature
Paula Cunningham	*Principal or Designee	
Ruth Bowman	*UFT Chapter Chairperson or Designee	
Howard Slewett	*PA/PTA President or Designated Co-President	
Maya Guitierrez-Granados	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Theresa Zucks	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Raymond Miley	Teacher	
Catherine Plasencia	Teacher	
Cheryl Spears	Paraprofessional	
Terri Elias	Guidance Counselor	
Shireen Bhoopsingh	Parent	
BiBi Bhoopsingh	Parent	
David Martin	Parent	
Sheleeza Deen	Parent	
Joanna Cortes	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.

School Mission

Our Mission is to provide maximum educational opportunities for all children at P.S. 117. We continue to strive to improve the quality of teaching and learning while encouraging an understanding of and respect for the diversity of our school population. We are committed to enlisting the collaborative efforts of students, parents, teachers, supervisors and community members to ensure excellence in achievement and equity in outcomes for all. We envision a learning environment which nurtures children and families, maximizes opportunities for individual growth and encourages mutual involvement, responsibility and a partnership of the school, home and community.

Contextual Information about the School's Community and its Unique/Important Characteristics

The school administration and the professional staff have worked closely to achieve academic rigor and a high-level of performance for our students. Our school leadership is actively involved in planning and reviewing our school wide goals and objectives. Our parent association actively reaches out to our parents and gains their participation in events in support of our work. Our rich cultural diversity is incorporated into our curriculum through reading and writing assignments and special social studies and arts projects. Through this interdisciplinary approach, we celebrate our diversity.

This is the second school year in which all classroom teachers are completely immersed in and following an instructional program which is geared towards a balanced literacy approach. By implementing the Reading/Writing Workshop Model, educators assist struggling learners, gifted and talented students, Students with Disabilities, English Language Learners, and our entire general education population. Instructional support services are provided as a push-in/pull-out model for students in grades one to six to meet the individual needs of all learners. Our school-wide professional development plan illuminates the CCSS and teams of teachers facilitate teacher meetings, look at student work, align standards to our curriculum and engage students and teachers in the implementation of the ELA and Math CCSS.

This school year, we enhanced our mathematical instructional program by utilizing the HSP (Harcourt School Publishers) for the first time. Teachers in kindergarten through fourth grade, engage our students' in HSP lessons tailored to meet the individual needs of all learners. Classroom teachers in grades 5 and 6 continue to utilize Harcourt Brace and they actively participate in our newly formed partnership with A.U.S.S.I.E. The HSP online assessment

system is a wonderful tool for classroom teachers and students. This assessment tool allows teachers to systematically monitor students' progress and identify next steps and learning goals for all students. The Think Central online tool enables teachers to utilize virtual manipulatives, eBooks, and eLearning. It is our goal to align this comprehensive standards-based mathematics curriculum to the new Common Core State Standards. We are beginning to integrate the standards into our instructional lessons and align it to our math curriculum maps.

Our school wide science program is an investigation, inquiry-based instructional approach. Non-fiction units of study in the area of science, enables our real-life readers to learn to comprehend non-fiction content, be able to expand their academic vocabulary and develop content area writing skills. Early childhood students utilize the Core-Curriculum Harcourt Science program and grades three to six implement Units of Study lessons based upon the Core-Curriculum Foss materials during their weekly instructional time. Our classroom leveled libraries strengthen students' ability to engage in various scientific grade level topics and content area reading.

Along with our commitment to academic achievement, our school has an extensive day and after school arts program. During the 2010-2011 school year, Councilman Gennaro has awarded CUNY Creative Arts Team funds to provide an after school program twice a week, for fifteen weeks. CAT will work to strengthen three important life skills: literacy, critical thinking, and social-emotional competency through the power of dance, drama, and music. Diversity/Cultural Tolerance, Bullying and Violence Prevention, and Conflict Management are some the topics that will be addressed. We also have a cluster program titled, Drama through Literacy. Students learn about traditional literature, fairytales, lullabies, myths and legends in a unique and interesting way. Our after-school theater arts program caters to students in second through sixth grade. Students expand their skills in by participating in a theater production program that incorporates singing, dancing, acting, and set design.

As a school, we have cultivated a community partnership with the Briarwood Civic Association. Together, we have developed grants for an after school photography club, a math enrichment program, an oral and visual history of the community, and a Wii Fitness after school program targeting First Lady, Michelle Obama's fight against childhood obesity. During the last three years, we have maintained a student-teaching program with Queens College.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 117 J. Keld / Briarwood School							
District:		28	DBN:		28Q117	School BEDS Code:		342800010117	
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9	Ungraded	√		
	2	√	6	√	10				
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		27	36	32			93.7	94.5	TBD
Kindergarten		152	173	184					
Grade 1		166	158	171					
Grade 2		156	154	158					
Grade 3		174	153	151					
Grade 4		144	173	154					
Grade 5		162	144	181					
Grade 6		142	148	140					
Grade 7		0	0	0					
Grade 8		0	0	0					
Grade 9		0	0	0					
Grade 10		0	0	0					
Grade 11		0	0	0					
Grade 12		0	0	0					
Ungraded		2	1	5					
Total		1125	1140	1176					
Special Education Enrollment:					Student Stability - % of Enrollment:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		20	31	44			94.2	94.2	TBD
# in Collaborative Team Teaching (CTT) Classes		0	9	16					
Number all others		45	41	45					
<i>These students are included in the enrollment information above.</i>					Poverty Rate - % of Enrollment:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							71.6	71.6	81.5
Students in Temporary Housing - Total Number:					Recent Immigrants - Total Number:				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
		0	40	TBD			18	22	24
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		20	31	44	Principal Suspensions		28	28	TBD
# in Collaborative Team Teaching (CTT) Classes		0	9	16	Superintendent Suspensions		6	6	TBD
Number all others		45	41	45					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants		0	0	0	Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment:									
<i>(BESIS Survey)</i>									
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
# in Transitional Bilingual Classes		0	0	0					
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		189	175	155					
Number of Staff - Includes all full-time staff:					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
					Number of Teachers		73	75	TBD

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	6	15	Number of Administrators and Other Professionals	7	10	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	98.7	TBD
				% more than 2 years teaching in this school	75.3	66.7	TBD
				% more than 5 years teaching anywhere	54.8	62.7	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	88.0	89.0	TBD
American Indian or Alaska Native	0.1	0.1	0.3		98.2	99.2	TBD
Black or African American	13.9	13.0	12.1				
Hispanic or Latino	29.4	29.4	28.8				
Asian or Native Hawaiian/Other Pacific Isl.	40.0	40.5	39.3				
White	16.6	16.5	17.9				
Male	50.1	51.1	50.7				
Female	49.9	48.9	49.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native			-				
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	78.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	42.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	6.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

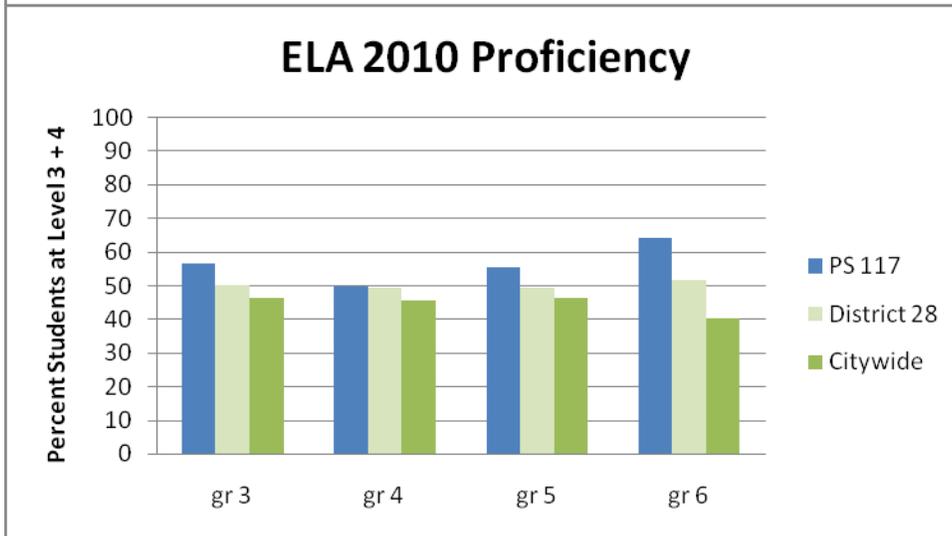
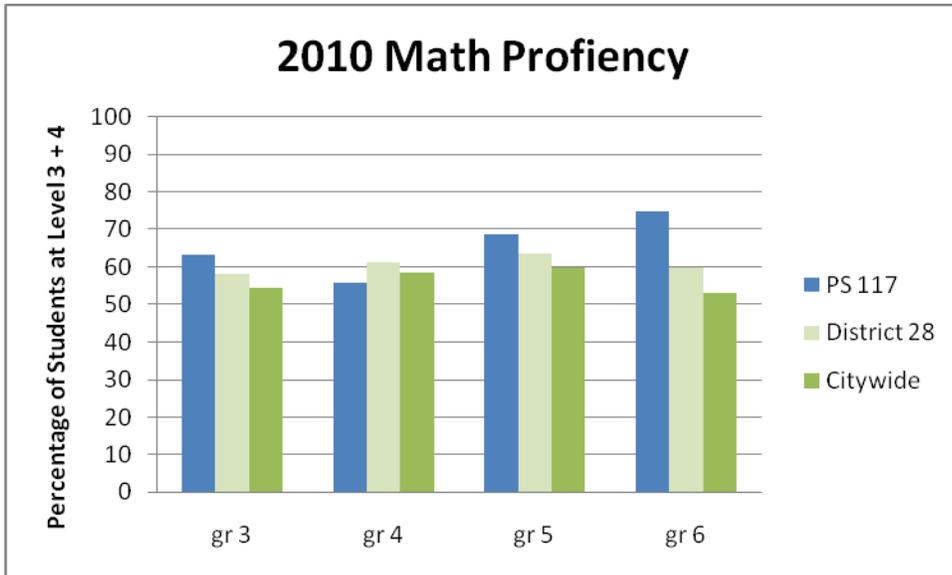
Comprehensive Program/Performance Trends

This year, New York City and New York State held students to tougher academic standards to help ensure that our students graduate with the skills they need to be successful in college and beyond. As part of this effort, changes have been made to the State math and ELA tests and to the City Progress Reports. In 2009-2010, New York State changed how ELA and math tests were graded. Our students as well as City students generally earned scaled scores, or actual scores, that were about the same as last year. According to the new grading system, a scaled score that last year was high enough to earn a level 3, or "proficient," this year would only be a level 2, or "basic." Our test results showed that many students whose State test results dropped did not necessarily learn less than in previous years. Their scores just translated to a different level than before. The tougher grading system resulted in a significant drop in overall grades. The drop in scores occurred not just in our school, but across the district, City and the entire State. Raising the bar for our students does not mean they are not making progress. Our school data shows since 2006, our students have made real powerful gains by any measure. We have an increasing number of students achieving levels 3 and 4 on all State exams. In addition, many of our students meet the criteria to be considered for specialized schools. We know that our students have made real gains throughout the years due to strong parental involvement and our dedicated teaching staff.

The 2009-2010 school results at P.S. 117 will show a drop in proficiency levels. New York State has significantly increased the cut score for students scoring 3 or 4 on the ELA and math assessments given to students in grades 3-8 this past spring. According to the State, students rated as Proficient (receiving scores of 3 or 4) had to achieve a scale score of 662-684 (depending on the exam and grade level rather than a cut scale score of 650 in previous years. Consequently, districts, throughout the state are seeing a significant drop in scores. District 28 is not exempt nor is P.S. 117. Our results are certainly in line with our components and comparable districts in Queens. In NYC, the percent of students meeting or exceeding State standards in ELA is 42.4% and in math it is 54%. We surpass the city's results. At P.S. 117, 56% of students in ELA and 65% of students in math are reaching proficiency using the 2010 cut scores. We believe our school's imbedded culture of inquiry fosters collaboration and focuses on improving student achievement. Structured collaborations informed by student work allow all staff members to share in the instructional leadership. Teachers (100% of all

staff members) use assigned common planning time which occurs several times a week and Extended Day inquiry time to develop change strategies and to analyze student work. This helps to contribute to the academic success of our students and is viewed as one of our strongest accomplishments.

We pass the City and District 28's average in terms of the students in grades 3-6 who passed the 2010-English Language Arts and math test. Please see the bar graph below that displays our results.



The percentage of students grades 3-6 who passed the 2010 English Language Arts and math tests in District 28 are as follows:

Grade	3	4	5	6
	%	%	%	%
	pass	pass	pass	pass
Math	58.1	61.2	63.7	55.5
ELA	50.1	49.3	49.2	51.5

We are heartened by our results at P.S. 117. We passed the districts averages in ELA and Math in all

grade levels except for in grade 4 math. Our overall percentage of students grades 3-6 who passed at P.S. 117 are as follows:

Grade	3	4	5	6
	%	%	%	%
	pass	pass	pass	pass
Math	63.4	55.6	68.5	74.9
ELA	56.6	49.7	55.5	64.2

The City also raised the bar for students by changing the way Progress Report grades are calculated. The 2009-2010 Progress Reports set a new baseline for our school and a new standard moving forward for all City schools. The new Progress Report calculation compares how each school and student did compared to other schools and students who started at the same level. The comparison of the students and schools minimizes the impact of the new State test scoring on the Progress Report. This year's Progress Report uses a set distribution of grades. This means the percent of schools receiving each grade was set in advance. The top 25% of elementary schools received As, the next 35% received Bs, the next 36% received Cs, the next 4% received Ds, and 0.3% received Fs. Our school's overall score for the 2009-2010 school year is 44.3, which translates into a **B** as a letter grade. Our school scored better than 47% of all Elementary schools citywide. Last year, 84% of schools received As and 13% received Bs. The set distribution means that our school like many schools received a lower grade this year. This year, the student progress measure on the Progress Report is based on absolute growth percentiles, instead of changes to a student's proficiency. Our school also experienced a decrease in student performance relative to other schools in the City and peer group. These three factors are why our Progress Report score is different this year than last year.

Our 2009-2010 Progress Report demonstrates that 8.3% of our Students with Disabilities in self-contained classes are meeting proficiency in both English Language Arts and math. Of our students who have individual educational plans which indicate a need for SETSS, 22.2% of our Students with Disabilities in English Language Arts and 44.4% in the area of mathematics are meeting proficiency. The percent at the 75% percentile or higher in Self-Contained/SETSS/CTT in the area of English Language Arts is 74.3%. We attribute the achievement of our Students with Disabilities to our literacy curriculum initiative for the 2009-2010 school year and to our close analysis of our Students with Disabilities during inquiry team meetings. Teachers were able to make strides in literacy and we believe it is one of our greatest accomplishments. We were able to successfully move from a whole class instructional model to a balanced literacy instructional model. We also established coherence as it relates to using running records as an assessment tool within our school culture to monitor the academic progress of our students. The progress made by our Students with Disabilities is also attributed to success noted in our 2009-2010 Quality Review: **Leaders make informed and effective organizational decisions across all aspects of the school and evaluate and revise as necessary.**

During the 2009-2010 school year, a school-wide English Language Arts goal focused on increasing the literacy performance of English Language Learners. In addition, a great school accomplishment **centers on the principal's decision to adjust the instructional program for English language learners, moving from a pull-out to a push-in program.** This enables teachers to collaborate and plan with second language teachers. This resulted in teachers learning effective instructional strategies and students making significant progress as indicated in our 2009-2010 Quality Review. The 2009 New York State English Second Language Achievement Test (NYSESLAT) results reveal the following grades made gains by moving up one level of proficiency: grade 1- 78.9%, grade 2 – 40%,

grade 3 – 50 %, grade 4, 23%, grade 5 – 37.5%, grade 6 – 20% . We would like to continue making gains in all four modalities especially in reading and writing. School-wide 34% of our English Language Learners reached proficiency level and tested out of English as a Second Language. This was a .8% gain from the 2008-2009 school year.

Needs Assessment/Barriers

Our 2009-2010 Quality Review and student performance trends reveal the following areas in need of improvement:

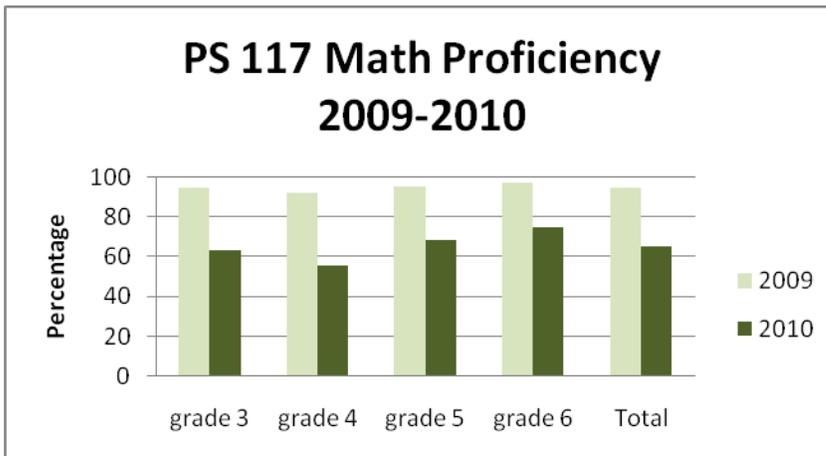
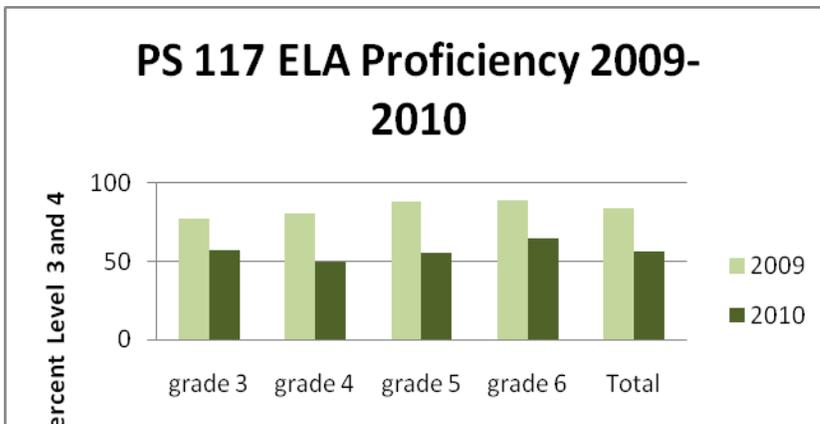
- ❖ Refine the structures used to providing feedback to students and families to include next learning steps, to ensure students are reflective learners, can assess their progress and all families know how they can assist at home.
 - Teachers’ feedback about student progress and the achievement of learning outcomes is inconsistent across the grades and subjects. This lack of precise feedback with specific ways of achieve next learning steps limits student self-assessment and hinders the ability of parents to assist their children to achieve their learning goals.
- Although the QR states that we need to improve in this area, we believe that we will make all efforts to refine the structure we already have in place. We will continue to send home our grade level curriculum newsletters. Curriculum newsletters will be available in the predominant eight languages spoken by our school community. As a result, parents will have ongoing monthly information as it pertains to what their children are learning in school. In addition, we will make adjustments to our quarterly progress reports so that parents will be able to understand the next steps they can use to help support their children as learners at home. Our parent workshops and “Coffee and Conversation” meetings with the principal will allow parents to hear firsthand information about suggestions and tips for working with their students in all academic areas. Study Island will remain a fixed staple utilized in the school. This online tool allows parents to receive tutorial lessons, samples and examples of content area work, and practice student work where children can apply skills, strategies and new learning to grade level standard work. Parents and students will receive ongoing support with the Common Core State Standards as students answer and respond to newly aligned questions provided through the on-line tool, Study Island.
- ❖ Deepen differentiated instruction to ensure that teaching strategies provide entry points for all learners and learning activities lead to high levels of student engagement and thinking.
 - The school utilizes data to establish groups based upon performance or skill, and teachers differentiate instruction. However, not all teaching strategies ensure entries points and for extensions for all learners. Tasks are not sufficiently challenging for all students, resulting in uneven levels of engagement, and teachers’ questions do not always lead to high levels of student thinking.
- Although the QR states that this is an area we need to improve in, we will continue to support our staff as they deliver literacy and mathematics lessons centered on our curriculum initiatives. Teachers engage in on-going professional development with our A.U.S.S.I.E. math consultants,

Teachers College staff developers and through our work with our CFN #410. This enables us to look at student work, develop tiered instructional lessons, enhance our baseline understanding of our new curriculum initiatives and propel instruction to areas that include higher levels of Blooms Taxonomy questions and tasks. Through increased teacher collaboration and our professional development, we will address this area of weakness.

- ❖ Expand the present data monitoring systems to evaluate whether the information gathered is measured accurately and the performance data shared with students and families helps to accelerate student learning.
 - The school does not have systems in place yet to evaluate whether assessment practices and tools provide an accurate picture of what the students need to know and what they have learned. This limits the schools ability to ensure cohesiveness and alignment. As of yet, the school does not evaluate whether this data shared with students and families in ways that ensure that students understand what their next learning are in order to achieve success.
- Although the QR states we need to ensure cohesiveness and alignment, we will continue to increase our understanding of all school data. This will include the utilization of all hard as well as soft data points to help make decisions about our students' learning. We will begin to utilize the HSP online assessment tool, develop assessments in which we are able to analyze how well children perform according to predetermined performance indicators, and analyze item analysis from the NYS ELA and math exams. Excel spreadsheets will allow us to determine grade, class, school and individual weaknesses and strengths. This information will allow us to make informed decisions about students' next learning steps.
- ❖ The learning environment survey results showed that we must make greater efforts to communicate and to keep all parents engaged in student learning. As a result of this feedback, we have taken a number of measures to keep parents involved and engaged about student learning and to improve in this category. We have increased the number of parent workshops that we provide for parents on a monthly basis. Three to four parent workshops are offered each month with a focus on parents understanding our school curriculum, suggestions of how they can support their children at home and interpretation of state tests. In addition, we have created a school website, grade level curriculum newsletters, progress reports indicating suggestions for parental support, a parent handbook, e-mail e-Blasts based upon all school updates, a school messenger system, and monthly "Coffee and Conversation" meetings with the principal with parents. We also have increased the academic intervention supports and extra-curricular activities offered at our school during the school week and on Saturdays.
- ❖ In response to our learning environment survey results in which 21% of teachers disagree that order and discipline are maintained at my school and 25% of teachers disagree they can get the help they need at their school to address student behavior and discipline problems, we have established a School Culture Committee. Committee members meet on a regular basis to discuss areas of concerns and to establish ways to address behavior problems. In addition we have created a school-wide anti-bullying initiative which allows the entire school to focus on implementing Don't Laugh at Me lessons, engage in monthly read alouds and student activities

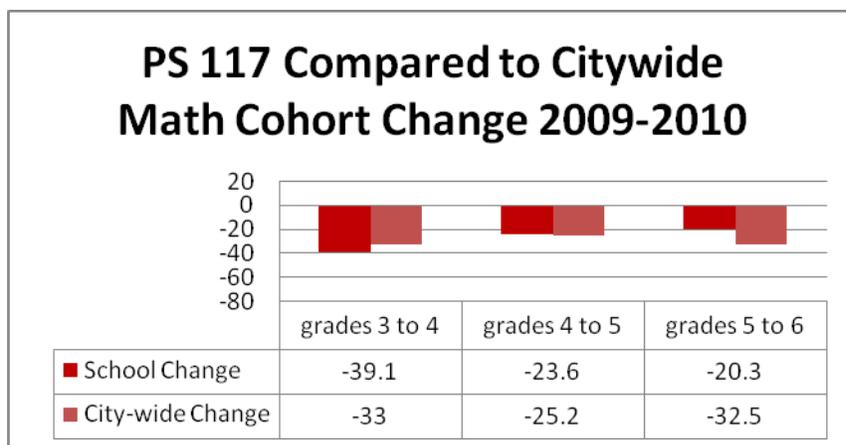
related to the anti-bullying theme and displaying acts of kindness, showing respect and acquiring character development traits.

- ❖ The percentage of students performing at level 3 and 4 increased each school year, from 2006 up until this past school year. This year, we contribute the change in student performance to the new scale scores that have been established by the DOE. To further improve school wide student performance, there must be gradual positive growth within the early childhood grades. We will maintain our school literacy initiative as a Teachers College Reading and Writing Project school. This school year we will utilize and introduce Foundations in K-1 and Words Their Way in grades 2-6. In addition, we use HSP in kindergarten through fourth grade and Harcourt Brace in grades 5 and 6. An item analysis of the New York State math and ELA exams will help us to address all areas of concern. All classroom teachers receive professional development throughout the year in differentiated instruction.



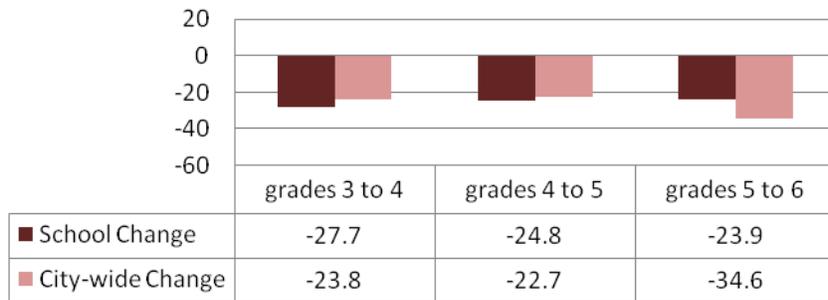
- ❖ A co-teaching model was implemented in our Title III after-school program and special needs students received Wilson intervention. Students also participate in extended day programs with a 5:1 ratio, thereby allowing targeted instruction. This focus on closing the achievement gap, in particular on the learning outcomes and needs of all subgroups, especially students with special needs, English Language Learners, and students living in temporary housing has resulted in 34% of ELLs reaching proficiency as measured by the NYSESLAT, and 74.3% of our Special Needs students achieving Percent at 75th Growth Percentile as measured by our 2009-2010 Progress Report.

- ❖ The 2010 NYS math results show 65.4% of students at proficiency; this is a decrease from the total percentage of students at proficiency from 2009 due to the new scale scores. The overall school proficiency changed in math from 2009 to 2010. Students lost ground from grades 3 to 4, the cohort school change is -39.4 and the City-wide cohort change is -33. In grades 4 to 5 the cohort school change is -23.6 and the City-wide change is -25.2. From grades 5 to 6 the school cohort change in terms of the number of 3s and 4s is -20.3 and the City-wide change is -32.5. The cohort change in the 2009 New York State Math results show 94.7% of students are at proficiency level (Level 3 or 4), the overall proficiency remained the same in math from 2008 to 2009, with gains in 5th and 6th grade. From 3rd grade (2008) to 4th grade (2009), our students lost ground, as did the rest of the city's 4th graders. From 4th grade (2008) to 5th grade (2009) our students gained some ground, whereas the city's 5th graders gained almost 6 points. Our school outperformed the city's 6th grade cohort change. And the number of level 4 students grew significantly in grade 5. To improve in this area, we will continue to align the Common Core State Standards with our curriculum maps and develop tasks that allow students to be challenged and to make progress in terms of their growth percentile ranking.



- ❖ The 2010 NYS English Language Arts results show 56.2.4% of students at proficiency. The overall school proficiency changed in English Language Arts from 2009 to 2010 due to changes to the NYS ELA scale scores. Students lost ground from grades 3 to 4, the cohort school change is -27.7 and the City-wide cohort change is -23.8. In grades 4 to 5 the cohort school change is -24.8 and the City-wide change is -22.7. From grades 5 to 6 the school cohort change in terms of the number of 3s and 4s is -23.9 and the City-wide change is -34.6. While the 2009 English Language Arts results show 83.5% of students are at proficiency level (Level 3 or 4), the overall proficiency increased, with gains in all grades except 4th grade. Although proficiency increased within all cohorts (for example from grade 3 in 2008 to grade 4 in 2009; from grade 4 in 2008 to grade 5 in 2009), the city average of cohort growth outperformed that of the school except in 6th grade. Grades 4, 5, and 6 gained level 4 students from 2008 to 2009. All cohorts (from 2008 to 2009) increased the percent of level 4 students, outperforming the city's growth in each cohort. To improve in this area, we will continue to align the Common Core State Standards with our curriculum maps and develop tasks that allow students to be challenged and to make progress in terms of their growth percentile ranking.

Comparing PS 117 to Citywide ELA Proficiency Cohort Change 2009-2010



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.

During the 2010-2011 school year, 100% of our K-6 classroom teachers will be able to use results from running record assessments to set differentiated reading goals, prepare individual reading plans, and develop enhanced and rigorous literacy instruction that addresses the learning needs and styles of students through differentiating the curriculum content and the process of learning. Through this goal classroom teachers will be able to engage students with individual educational plans in small group instruction. Careful analysis of daily conferring notes, quarterly running record assessments, and looking at student work will allow teachers to develop sound strategy and guided reading lessons. This goal will support our efforts to set differentiated reading goals for students as readers. Teachers College on-site staff developers, selected Calendar Day participants and administrators will lead teachers in professional development so that they may tier their delivery of their mini-lessons. This goal will also support our efforts to provide differentiated literacy instruction for all Students with Disabilities. Through this goal our school will enhance its delivery of literacy instruction services, including a more effective implementation of a three-tiered intervention model involving classroom teachers, Title I reading teachers, special education and ESL staff. **By June 2011, the number of Students with Disabilities performing at benchmark levels 3 and 4 on the Fountas & Pinell Literacy Assessment will increase by 10%.**

During the 2010-2011 school year, 100% of faculty members will engage in inquiry work using literacy and math as the core curriculum areas of focus. Of the fourteen inquiry teams established in the school, two groups will focus on the instruction of English Language Learners. Team members will focus on following protocols for meeting as a professional learning community and for looking at student work. A Teachers College ESL Specialty on-site staff developer and an ESL Coordinator will provide on going support and professional development for our common branch licensed staff members and ESL staff. This will equip and enable staff members to engage students in lessons directly tailored to and focused on utilizing ESL strategies and techniques. Language development is a focus for our Title III after-school and Saturday Academy. Co-teacher collaboration will allow teachers to plan together, meet individual student needs, and modify and develop Units of Literacy instruction while incorporating best practices for all students. This goal will support our efforts to have increased teacher participation in inquiry work/structured professional collaboration. Through this goal we will strengthen classroom practice and strategies to raise student achievement of English Language Learners. In addition, our kindergarten students will utilize the MoreStarfall.com kindergarten curriculum designed to support English language learners. Teachers will be able to set S.M.A.R.T. goals for students, monitor progress, and develop instructional change strategies that will help to remove the obstacles that prevent students from improving. Our school-wide goal is as follows: **To research, develop and implement strategies for differentiated instruction so that by June 2011, at least 10% of ELLs will achieve the next higher language proficiency level as measured by the New York State English as a Second Language Achievement Test (NYSESLAT).**

In our efforts to ensure that students develop a strong foundation as it relates to the conventions of the English language, we will enhance our literacy instruction. All teachers will engage in our uniformed school wide curriculum which will enable us to improve phonemic awareness, vocabulary and spelling, and word study development across all grade levels. Teachers' knowledge of data analysis will be enhanced through professional development as it relates to the implementation of Words Their Way (grades 2-6) and Foundations (K-1st grade). We will monitor students' progress on an ongoing basis throughout the school year. This goal will support our efforts to assess ongoing on demand writing samples and to adjust instructional practices to meet the needs of all students in literacy and writing. **By June 2011, at least 50% of K-1 students using Foundations and 100% of 2-6 students using Words Their Way will participate in a unified curriculum across all grades in differentiated word study instruction that enables each student to improve spelling by mastering two stages on WTW spelling inventory (2-6) and Foundations Unit assessment (K-1)**

During the 2010-2011 school year, 100% of our K-6 teachers will engage in the workshop model of instruction in the area of mathematics. Teachers will plan and implement a differentiated, standards based curriculum that is informed and supported by diagnostic assessments and intervention. It is our goal to develop and implement common assessments which provide multiple entries and exit points, support the diagnosis of misconceptions, and enable students' levels to be tracked over time. Teachers in grades K-4 will use the instructional sequence as per the HSP program. Teachers will be provided with a range of teaching materials. All classroom teachers in K-6 will use ongoing assessment to inform differentiated instruction. Our mathematical instruction will ensure student engagement and focus on higher order thinking, particularly reasoning and proof. Through this mathematical goal, administrators, teaching staff and A.U.S.S.I.E. math consultants will develop new math pacing calendars for grades K-6, develop the unit essential and guiding questions, misconceptions, identify activities, and conferencing questions. In order to continue to engage in professional development that focuses on differentiation, we will make sure each unit of work will incorporate achievement standards below, at and above expected levels. As a means of introducing the new Common Core State

Standards, the levels adjacent to the year level standard will be identified from these. Through this goal we will be able to provide instruction that will help to support students' academic performance and achievement in the area of mathematics. **By June 2011, 85% of students in grades K-4 achieving one year's progress as measured by HSP Assessments and in grades 5-6 an increase of 35 scale score points as measured by Scantron Performance Assessment from November 2010 – June 2011.**

During the 2010-2011 school year, all teachers and parents receive ongoing communication about the Common Core State Standards. This will support our efforts to improve the quality of communication about the core curriculum standards throughout the school community. Through this goal we will take the first steps necessary for engaging all teachers, students, parents and stakeholders in the introduction and implementation of the Common Core State Standards Initiative through ongoing workshops throughout the 2010-2011 school year. Our parent coordinator serves as the facilitator of numerous workshops where she informs parents and guardians about the new Common Core State Standards. Her attendance in ongoing professional development days provided by our Children First Network #410, enables her to provide parents with the most up to date information concerning the CCSS. **The introduction and implementation of the Common Core State Standards Initiative will take three years to fully develop. Year one will entail the roll out the CCSS as evidenced by parent workshops, teacher professional development training sessions and teacher teams facilitating relevant information as it pertains to CCSS by June 2011.**

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): Special Education /Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Goal # 1</p>	<p>To focus on developing strategies to raise the achievement of Students with Disabilities in English Language Arts by providing differentiated literacy instruction so that by June 2011, the number of Students with Disabilities performing at benchmark levels 3 and 4 on the Fountas & Pinnell Literacy Assessment will increase by 10%.</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><u>Target Population</u></p> <ul style="list-style-type: none"> • Students with Disabilities • All special education students: including Self Contained and Integrated Co-Teaching classes • Special education students with Individualized Educational Plans in general education classrooms receiving S.E.T.T.S <p><u>Actions/Strategies/Activities</u></p> <ul style="list-style-type: none"> • Maintain the Balanced Literacy Program - Columbia Teachers College Reading & Writing Curriculum • Establish a Special Education Reading/Writing Lab site • Provide collaborative grade level planning sessions in order to develop differentiated literacy instruction through planning effective mini-lessons, small group strategy lessons, individual conferences, and guided reading lessons. • Provide academic intervention services to Special Education students who are performing well below grade level (Fountas and Pinnell Leveled Literacy Intervention, Comprehension Strategies Toolkits, Extended Day instructional change strategies and after school literacy programs). • Special Education Inquiry Team will study how to modify current teacher practice and intervention for SE students with benchmark levels 1 and 2.

- Attend Teachers College Calendar Days with a focus on workshops that address the needs of learners with special needs.
- Inquiry Teams will focus on text difficulty, accuracy, fluency, and comprehension during 75-minute Extended Day sessions.

Professional Development:

- Literacy coaches will model strategies and techniques for differentiation of instruction.
- Teachers College Reading and Writing staff developers will provide onsite professional development focusing on demonstrating how to address students' ability to read difficult texts with fluency, accuracy, and comprehension.
- Administrators, coaches, mentor teachers, and staff developers will model various components of balanced literacy including interactive writing, shared reading, guided reading, strategy lessons, interactive read alouds, and conferring conferences.
- Coaches will demonstrate effective guided reading lessons and develop reading action plans to address identified students areas of weakness.
- Our Network Special Education Specialist will continue to work with classroom teachers to provide support utilizing various co-teaching models and differentiation of instruction.

Responsible Staff Members

- Principal, assistant principals, literacy coaches, small group intervention Title I reading teacher, Teachers College staff developers, special education teachers, general education teachers servicing students with IEPs, Inquiry Team teachers, CFN #410 Special Education Manager and Co-Reading AIS teachers.

Monitor and Revise

- Inquiry Team members will identify all special education students as a group in ARIS.
- Assess students utilizing the Fountas and Pinnell Literacy Assessment. A running record, a written response, fluency score, and a written teacher analysis will be recorded after the assessment is administered to students.
- Running records will be administered to students four times a year (September 2010, November 2010, March 2011 and end of May/ beginning of June 2011).
- Enter students' reading levels utilizing the online tool Assessment Pro. Administrators, coaches, and teachers will be able to monitor whole class, grade level, subgroup populations, and individual student growth by generating pie charts based upon quarterly benchmark levels.
- Inquiry Team members will maintain data binders as they monitor student progress. Teachers will look at student work, develop and implement strategies and administer assessments in order to monitor targeted students' ongoing progress and challenges.

	<ul style="list-style-type: none"> • Revise and develop strategies, reading action plans and lessons on an ongoing basis in order to address the various needs of students. <p><u>Implementation Timeline</u> September, 2010 through June, 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Funding Sources & Staffing</u> As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax levy), Title I Funds, Title II Funds and human resources to implement this action plan from September 2010- June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Administrators (4) –(Tax Levy) • Professional Development – Columbia University Teachers College on-site staff development for a total of 24 days (Title I and Tax Levy) • Professional Development – Off site Calendar Days provided by Columbia University Teachers College (Reading and Writing Project) – (Tax Levy and Title I) • Consumable instructional materials for use during extended day programs. (Tax Levy and Title I) • Utilize NYSTL Funds to ensure all classrooms have adequate leveled libraries to support the needs of students’ independent and instructional reading levels. (NYSTL) • Co-Reading AIS/Coaches (3), Small Group Instruction Reading Teacher (1) – (Title I Funds and Tax Levy) • Teachers of Students with Disabilities (IDEA) and Classroom teachers (Title II, Tax Levy, Title I ARRA, and Title I Funds) • Para-professional (Tax Levy) • Substitute coverage will be funded through Title I funds and Tax Levy. • Offer an after-school AIS program with Title I Funds and Tax Levy. <p><u>Schedule</u></p> <ul style="list-style-type: none"> • Schedule additional common planning periods for all grades, K-6. • Create and implement coaching schedule to support new and experienced teachers for developing and implementing differentiated instruction. • Create an extended day program that will allow classroom teachers to implement strategies and to meet on an ongoing basis to look at student work, monitor, and revise goals, and administer and analyze assessments. • Implement Inter-class visitations in order for special education teachers to see best practices modeled by coaches and mentor teachers.

<p>Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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, PL A 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 identified.</p> <p>Subject/Area (where relevant):</p>	<p>Initial Indicator – September, 2010</p> <ul style="list-style-type: none"> • A baseline of students' current abilities will be established based upon reading level ability indicated on the link and blue reorganization cards given to all classroom teachers from students' previous teacher from the 2009-2010 school year. Teachers will continue to record informal assessment data through teacher observation and one to one conference meeting time. <p>Midterm Progress Points – September, 2010 , November, 2010 and March, 2011</p> <ul style="list-style-type: none"> • Teachers will administer, share and analyze the data from the first, second and third administration of the Fountas & Pinnell running record assessments.
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Goal # 2</p>	<p>English as a Second Language</p> <ul style="list-style-type: none"> • Enter data into the online assessment tool Assessment Pro. Generate pie graphs for classroom teachers. Discuss specific strategies and next steps at grade conference meetings. • To research, develop and implement strategies for differentiated instruction so that by June 2011, at least 10% of ELLs will achieve the next higher language proficiency level as measured by the New York State English as a Second Language Achievement Test (NYSESLAT). • Instructional cabinet members and TC staff developers will analyze data from Assessment Pro. Develop and record action plans and share it with classroom teachers responsible for servicing identified students. • Collect Monitoring for Reading Progress F & P (TC Assessment) data quarterly in grades K-6 to ensure that students are moving at least one reading level per assessment period in grades 2-6 and two levels per assessment period in grade 1.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</p>	<p>Target Population All English Language Learners</p> <p>Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • Check records of quarterly goals teachers set for children during walkthroughs. • Quarterly running record reading levels entered into Assessment Pro by teachers. • Study running records of target students through yearlong inquiry studies. • Maintain an academically rigorous balanced literacy program that includes the four language modalities: listening, speaking, reading and writing. • Address targeted students during 75-minute Extended Day sessions. A School Based Option allows teachers to meet weekly to engage in teacher led inquiry meetings. • Schedule inter-school visitations, to allow ESL teachers to view best practices at schools with a “push-in/pull-out” ESL program model. • After periodically monitoring the effectiveness of the strategies and differentiated lessons, make adjustments in accordance with the data collected. • Schedule collaborative grade level planning sessions with general education teachers, in order to develop differentiated literacy instruction for mini-lessons, small group strategy lessons, individual conferences and guided reading lessons. • Reevaluate our process and evaluate. Students with Disabilities progress towards increasing their performance towards achieving benchmark levels of 3 and 4 as it relates to running record assessment levels. • ESL teachers will study student work to identify comprehension skills that are challenging for English Language Learners and develop effective strategies. • ESL Inquiry Team will focus on fluency and comprehension during Extended Day sessions. • Compare September 2010 baseline results to the June 2011 results to ascertain what percentage of participants in the ESL Book Club will read, discuss, and analyze current research on increasing the level of academic achievement for ELLs. • ESL teachers will attend Teachers College workshops that focus specifically on working with ELLs within the TC literacy model • Additional literacy support for ELLs will be provided through an after school program or Saturday Academy <p>Responsible Staff Members</p>

	<p>Supervisor of the ESL program ESL Coordinator ESL teachers General Education teachers servicing ELLs Literacy coach Teachers College Staff Developers</p> <p><u>Monitor and Revise</u></p> <ul style="list-style-type: none"> • Reading assessments will be administered to students four times a year (September 2010, November 2010, March 2011 and May 2011). • An excel spreadsheet will be designed to include the following data: NYSESLAT/LAB-R scores; and student progress based on interim assessments (NYS ESL Interim Assessments, teacher-generated assessments). • Identify English Language Learners as a group in ARIS. • Place students' scores into Assessment Pro so that Administrators, coaches and teachers will be able to monitor student growth. • Administrators, peers, and coaches will visit classrooms to observe and give constructive feedback. <p><u>Implementation Timeline</u> September, 2010 through June, 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule.</p>	<p><u>Funding Sources</u> As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Administrators (4) –(Tax levy) • Professional Development – Columbia University Teachers College on-site staff development for a total of 24 days (Title I and Tax Levy) • Professional Development – Columbia University Teachers College on-site ESL staff development days for a total of 6 days (Title I and Tax Levy) • Professional Development – Off site Calendar Days provided by Columbia University Teachers College (Reading and Writing Project) – (Tax Levy and Title I) • Consumable instructional materials for use during extended day programs. • After-school and Saturday ESL program will be offered with Title III Funds.

Indicators of Interim Progress and/or Accomplishment

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

Initial Indicator – September/October, 2011

A baseline of students’ current abilities will be established based upon recent NYSESLAT and LAB-R scores. Teachers will continue to record informal assessment data through teacher observation and one to one conference meeting time. This information will be shared with all teachers of ELLs via the excel spreadsheet.

Midterm Progress Point – March, 2011

Teachers will administer, share and analyze the data from the first, second and third administration of the Fountas & Pinnell running record assessments. ESL teachers will also analyze data from the Pearson Longman ESL Interim Assessment. The various data sources will allow teachers to track student progress and apply change strategies if needed.

Data captured in the online assessment tool Assessment Pro, will be reviewed for student progress. ESL teachers will check running record assessments and Assessment pro generated graphs against their own individual conference notes to measure student progress.

Final Progress Point – June – August, 2011

Reevaluate our process to identify areas for improvement where necessary.

Compare September/October 2010 baseline results to the June 2011 projected NYSESLAT results to ascertain what percentage of children achieved the goal.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Word Study/Literacy

Annual Goal <i>Goals should be SMART – Specific,</i>	By June 2011, at least 50% of K-1 students using Foundations and 100% of 2-6 students using Words Their Way will participate in a unified curriculum across all grades in differentiated
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i> Goal # 3</p>	<p>word study instruction that enables each student to improve spelling and vocabulary skills by mastering two stages on WTW Spelling Inventory (2-6) and Foundations Unit assessments (K-1).</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><u>Target Population(s)</u></p> <ul style="list-style-type: none"> • Fifty percent of kindergarten and first grade students will follow a uniform curriculum for word study by utilizing Foundations. • All students in grades 2-6 will follow a uniform curriculum for word study by utilizing Words Their Way. <p><u>Actions/Strategies/Activities</u></p> <ul style="list-style-type: none"> • In grades 2-6, students will master 2 stages of Words Their Way curriculum using the Words Their Way spelling assessments. • Expect student writing in grades 2-6 to apply these skills to their every day writing using on demand writing samples. • Students' writing (published pieces and on demand pieces) will show evidence of the application of these skills. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • A CFN # 410 consultant will support the K-1 teachers by providing them with an overview training of the Foundation program. • Coaches will support each grade on a weekly basis to implement word study groups effectively. • Administration and coaches will have grades 2-6 teachers participate in inter-school visitation meetings, to share and learn best practices as it relates to word study instruction. • Columbia University Teachers College Reading and Writing Project staff developers will provide professional development for all K-6 teachers both in study group sessions and in lab sites. • K-1 teachers utilizing Core Curriculum Foundations materials will receive professional development utilizing the scientific research based phonics program. • Utilize mentor teachers to support professional development in each of the grades to support assessment, differentiation, and instruction. <p><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> • Teachers will plan instruction to challenge each of the student groups to support differentiated word study instruction across the grades. • Administration will collect assessment data to form differentiated student word study by October 2010.

	<ul style="list-style-type: none"> Starting in November 2010, each grade will provide targeted small group instruction, allowing for students who are performing above, at, and below grade standards. After each assessment period, coaches will support those teachers who need additional time to master the program. Teams of teachers who provide a push-in model for ESL as well as for students in need of academic intervention services (ESL teachers and Title I Reading Teachers) <p><u>Monitor and Revise</u></p> <ul style="list-style-type: none"> Give The Words Their Way spelling inventory assessments a minimum of three times a year. Students' mastery of spelling and vocabulary instruction will be measured by an end of unit Words Their Way spelling and dictation assessments. All teachers will review the progress made to ensure mastery of the word study features. Teachers will look at bi-monthly assessments to determine whether students have mastered the word study features of the corresponding word stage. Provide small group instruction to support this endeavor. Teachers will submit to administration, students' Word Study assessment data three times across the school year (October 2010, March 2011, and May 2011). Teachers and administrators will share, during grade conferences, student progress based upon student work products, assessment data, and observations observed from classroom visits. <p><u>Implementation Timeline</u></p> <ul style="list-style-type: none"> September 2010 through June 2011
<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><u>Funding Sources & Staffing</u> As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Funds and human resources to implement this action plan from September 2010- June 2011 as indicated below:</p> <ul style="list-style-type: none"> Utilize three Co-Reading Teachers/Literacy Coaches to provide support and teacher professional development in word study and facilitate staff study groups. (5 days per week) (Title I and Tax Levy) Utilize three Co-Reading Teachers/Literacy Coaches to meet with teachers after each assessment period to analyze data collected to determine student growth. (Title I and Tax Levy) Provide coverage and substitute teachers for teachers working in study groups and professional development sessions with the literacy coaches and Words Their Way professional development. (Title I and Tax Levy) Additional phonics based books will be available in the school will be catalogued for classroom use to support word study practice. (Title I and Tax Levy)

	<ul style="list-style-type: none"> • CFN #410 consultant will provide professional development utilizing the scientific based phonics program. • Parent volunteers and Learning Leaders will create word study materials – sorts, games, word searches to provide practice instruction for classrooms. • Invest NYSTL Textbook funds to purchase teacher guides and supplemental materials to support student sorts and word inquiry. (Tax Levy and NYSTL) • Purchase Foundations materials through Core Curriculum utilizing NYSTL funds. (Tax Levy and NYSTL) • Purchase consumable instructional materials for use during the instructional day programs. • Onsite professional development by Teachers College staff developers (24 days in total throughout the 2010-2011 school year). – (Title I Funds) • ESL staff will provide push-in and pull-out instructional models. (Title II/Tax Levy Funds) <p><u>Schedule</u></p> <ul style="list-style-type: none"> • Administration will schedule additional common planning period for all grades, K-6. • Create and implement coaching schedule to support new and experienced teachers for small group Word Study strategy teaching and instruction. • Create a schedule that will allow for extended day allowing for cross-grade targeted word study groups.
<p>Indicators of Interim Progress an/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • <u>Initial Indicator - September 2010</u>: Establish a baseline of students’ current abilities through teacher observation and through teacher discussions. Teachers will record teacher observations in conference notebooks. The first formal Words Their Way Spelling Inventory administered in October 2010, will establish students strengths and weaknesses. • <u>Midterm Progress Points - March 2011 and May 2011</u>: Teachers will share the data from the second and third administration of the Words Their Way Spelling Inventory. Offer additional word sorts and teaching change strategies to address the areas of weakness and to meet learning needs of students through differentiated instruction. • Records of quarterly goals teachers have set for students. • Quarterly running record reading levels collected and entered into Assessment Pro by teachers. • Study running records of target students through yearlong inquiry studies. • Address targeted students during 75-minute Extended Day sessions. A School Based Option allows teachers to meet weekly to engage in teacher led inquiry meetings. • Words Their Way initial, formative and summative assessments. • <u>Final Progress Point -June 2011</u>: Reevaluate our process and evaluate students’ progress towards mastery of two stages on the Words Their Way Spelling Inventories.

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): Mathematics/Differentiation of Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Goal # 4</p>	<p>To increase mathematics achievement school wide through differentiation and small group instruction, as evidenced by 85% of students in grades K-4 achieving one year's progress as measured by HSP assessments and in grades 5-6 an increase of 35 scale points on the Performance Series Computer-Adaptive Assessment (Scantron), from October 2010 to June 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><u>Target Population (s)</u></p> <ul style="list-style-type: none"> • Eighty-five percent of students in grades K-4 will follow the new mathematics program, HSP. • All students in grades 3-6 will increase their mathematics achievement. <p><u>Actions/Strategies/Activities</u></p> <ul style="list-style-type: none"> • Assistant Principal (School Data Specialist) and Inquiry Team Members will turn-key training on analyzing student performance on the Performance Series Computer-Adaptive Assessment (Scantron) performance assessments. • Teachers will work together during common planning time to plan math units and develop the math calendar for the month. • Inquiry Team Members will mentor, demonstrate, and coach other teachers in order to build capacity to differentiate math instruction within the school through formal ongoing planned inter-class visitations. • The staff will utilize Faculty Conference meeting time to address related topics such as differentiation in math through math games, and new math trade books, to support classroom instruction. • Tech savvy K-4 students will utilize HSP Student EBooks as a reinforcement of skills they are learning, a means to extend learning and to define vocabulary terms. • K-4 students will utilize Concept Readers as a learning support tool. The content-based literature will be based upon students' skill level. The narrative (non-fiction) texts will have

lesson alignment and vocabulary words with supporting audio.

- K-4 students will extend learning concepts by viewing an online database of books, printing them, and reading the texts with parents. This enables students to improve their mathematical fluency and mastery of skills and concepts.
- Each class, grades K-6 will receive a math library of trade books to be used as touchstone texts to launch and support mathematics instruction.
- Teachers will integrate technology by incorporating the Smart Board and Elmos (electronic overhead projectors) during daily math lessons.
- Teachers will participate in bimonthly math vertical team meetings to discuss current professional development and best practices in mathematics instruction.
- Targeted at-risk students will participate in an in-school pull-out/push-in AIS program, after-school AIS program and extended day program to address their specific mathematical needs.
- Beginning in February, students will be identified to participate in a Formative Assessment Preparatory Program (F-status consultant) will focus on students' specific needs in order to help them better prepare for the NYS Math Exam. Student work will be analyzed and shared during common preps, grade meetings, and faculty conferences.
- Working with students, teachers will create individualized short-term goals for students, and share these goals with parents.
- Goals will be identified and created by administrators with teacher input for sub-group populations (Special Education, English Language Learners, and targeted inquiry students).
- Students will solve daily math problems of the day, which will focus on multi-step problem solving skills and multi-solutions.
- Students will participate in solving a grade level math problem of the week and of the month which will provide additional opportunities for students to practice their problem solving skills.
- Students will create their own set of math flash cards to write, describe, and show examples of new math vocabulary.

Professional Development

- A HSP math consultant will provide multi-day on site professional development for all K-4 teachers.
- Early childhood teachers will receive an overview training of the math HSP program. Program implementation, resources, and lesson/unit planning will be addressed.
- K-4 teachers align the use of technology in classrooms through the utilization of the Interactive Think Central HSP resources.
- Administrators and math consultants' grade meeting time will model for teachers how to navigate the following: Online Teacher's Edition, Online Assessments, Intervention On-line and iTools.

- Administrators will provide Direction Instructional Models depicting lesson models correlated to NTC and the new Common Core State Standards. The models will clarify the implementation of math concepts and enhance problem-solving skills.
- Quality on demand professional development will be provided for K-4 teachers by master teachers. Content specific instruction and best practices will be modeled online.
- HSP Video Podcasts will serve as a vehicle to provide on demand professional support for K-2 teachers by focusing on critical mathematical content.
- Two A.U.S.S.I.E. math consultants will provide on-site professional development with a focus on scaffolding lessons, differentiated instruction for all grade K-6 teachers and implementing a math workshop model.
- A.U.S.S.I.E. will support us in ensuring that the individual needs of students are identified and that instruction is differentiated accordingly and specific math strategies are taught.
- A.U.S.S.I.E. consultant and instructional cabinet members will focus on the effective use of data. A comprehensive look at how our students will be assessed and how data is used to inform instruction will be addressed during grade conferences and instructional cabinet meetings.
- A.U.S.S.I.E. math consultants will support teachers as they align and develop curriculum maps to the new Common Core State Standards and the New York State Standards.
- Classroom teachers will share best practices during grade conferences, weekly articulation meetings and through inter-class visitations.
- Principal, Assistant Principals, select Inquiry Team Members, Technology teacher, CFN # 410 School Data Specialist will attend professional development in ARIS and data analysis.
- CFN #410 Data Specialist will and Periodic Assessment representatives will provide professional development on analyzing periodic assessments.
- CFN #410 Instructional Coach will provide professional development on the new Common Core State Standards for teachers and administrators.

Responsible Staff

Administrators
 Title I AIS Math teacher
 A.U.S.S.I.E. math consultant
 HSP math consultant
 Extended day staff

Special Education teachers
 Leadership Academy Data Specialist Coach
 F-Status Math Intervention teacher
 General Education teachers
 CFN #410 Instructional Coach

Monitor and Revise

- Results of the Performance Series Computer-Adaptive Assessment (Scantron) performance assessments will be shared with parents during parent-teacher conferences twice a year.

	<ul style="list-style-type: none"> • Parents will be informed of the use of math flash cards so they can help monitor the regular use of these cards by students. • Parent will be informed of E Concept Readers online database so they will be able to help students practice their mathematical fluency and mastery of skills and concepts. • Administrators will provide workshops on analyzing the NYS Mathematics Assessments. • Administrators, classroom teachers, and math intervention teachers will monitor student growth utilizing ARIS. • Administrators will conduct walkthroughs, informal and formal observations. • Grade conferences and instructional cabinet meetings will be utilized to analyze school data. • Instructional cabinet members and classroom teachers will identify challenging performance indicators and develop strategies and action plans to address grade level and class level difficulties after the administration of the Performance Series Computer-Adaptive Assessment (Scantron) assessments. <p><u>Implementation Timeline</u></p> <ul style="list-style-type: none"> • September 2010 through June 2011
<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><u>Funding Sources & Staffing</u></p> <p>As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Funds and human resources to implement this action plan from September 2010- June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Administrators (4) –(Tax Levy) • Professional Development – A.U.S.S.I.E. on-site staff development days (Title I) • Professional Development – Math HSP Consultant multi-day on-site professional development (Title I) • Purchase consumable instructional materials for student use during the regular day programs. (Tax Levy and Title I) • NYSTL Funds will be utilized to ensure all classrooms have adequate Concept Readers and math content libraries to support students’ math fluency and mastery of concepts. (Tax Levy and NYSTL) • Push-in/Pull-out AIS Math Teacher (1) – (Tax Levy) • Teachers of Students with Disabilities (IDEA) and Classroom teachers (Title II, Tax Levy, Title I ARRA, and Title I Funds) • Substitute coverage will be funded through Title I funds. (Tax Levy) • After-school AIS program will be offered with Title I Funds. (Tax Levy) <p><u>Schedule</u></p>

	<ul style="list-style-type: none"> • Administrators will schedule additional common planning period for all grades, K-6. • Create and implement coaching schedule for AIS teacher to support identified students and to work with teachers as they implement the math workshop model. • Create an extended day program that will allow for classroom teachers to implement strategies and to meet on an ongoing basis to look at student work, monitor and revise goals, and administer and analyze assessments. • Inter-class visitations will be implemented in order for teachers to see best practices modeled by mentor teachers. • Administrators will arrange professional development sessions with A.U.S.S.I.E. math consultant both to analyze data, scaffold lessons and to model strategies.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • <u>Initial Indicator - September 2010</u>: A baseline of K-4 students' current abilities will be established based upon their math performance on the HSP pre-assessment. Classroom teachers in grades 3-6 will utilize Harcourt Brace/teacher created pre-assessment to identify students' strengths and weaknesses. Teachers will record informal assessment data through teacher observation and one to one conference meeting time. • <u>Midterm Progress Points – November 2010, January 2011 and March 2011</u>: Teachers will administer, share and analyze the data from the 6-8 week HSP unit assessments and teacher generated assessments in grades 3-6. • MOCK NYS Math assessments will be modified to address new performance assessment indicators. After administration of assessments, data will be entered into Excel spreadsheets by class and by grade level. Specific strategies and next steps will be discussed at grade conference meetings. • Instructional cabinet members and TC staff developers will analyze data from Periodic Assessments. Action plans will be developed, recorded, and shared with classroom teachers responsible for servicing identified students. • Math conference notes and assessment data will be collected quarterly in grades K-6 to ensure that students are moving at making adequate grade level growth. • Records of quarterly goals teachers have set for students will be checked during walkthroughs. • Assessment data (Children's Progress Academic Assessment, HSP, periodic assessments and teacher created assessments) of target students will be studied through yearlong inquiry studies. • Targeted students will be addressed during 75-minute Extended Day sessions. A School Based Option allows teachers to meet weekly to engage in teacher led inquiry meetings. • After periodically monitoring the effectiveness of the strategies and differentiated lessons, adjustments will be made in accordance with the data collected. • Homework assignments and conference notes will be monitored throughout the year. • <u>Final Progress Point -June 2011</u>:

	<ul style="list-style-type: none"> • Reevaluate our process and evaluate students' progress towards achieving one year's progress as measured by HSP assessments in grades K – 4. • Evaluate grade 5-6 students' progress towards achieving an increase of 35 scale points on the Performance Series Computer-Adaptive Assessment (Scantron), from October 2010 to June 2011. • Compare September 2010 baseline results to the June 2011 results to ascertain what percentage of children actual achieved one's year progress.
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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): Common Core State Standards

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Goal # 5</p>	<p>By June 2011, 100% of classroom teachers will demonstrate curriculum alignment of the new Common Core State Standards as measured by implementing math/ELA lessons and launching/administering assessments in mathematics and in literacy.</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><u>Target Population:</u></p> <ul style="list-style-type: none"> • 100% of teachers and administrators will be made aware of CCSS through professional development sessions by June 2011. • By June 2011, 100% of classroom teachers will demonstrate curriculum alignment of the new Common Core State Standards by implementing and delivering lessons as observed by teacher lesson plans and administrative walkthroughs. • Students will receive instruction based on CCSS as illustrated by lesson plans and culminating activities. <p><u>Action Plan:</u></p> <ul style="list-style-type: none"> • 100% of teachers will participate in professional development around the emergent stage and implementation of the new reading and mathematics Common Core State Standards. • Staff members will review the defining characteristics of the CCSS. • The Common Core State Standards teacher team will assist staff members to understand the nature of the shifts needed to execute the CCSS in literacy and mathematics. • Administrative staff will begin to analyze the current standards and how they align with the CCSS. • Staff members will participate in Teachers College Reading and Writing Project staff development which is geared towards the implementation of CCSS in literacy. • Through continuous professional development inside and outside of the classroom supported by Teachers College Reading and Writing Project, teachers will be introduced to instructional literacy strategies that will help students become proficient in their approaches to reading for understanding and content. <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> • A newly formed partnership with A.U.S.S.I.E. will provide professional development to aid teachers in strengthening their content based knowledge need to teach the CCSS with understanding and coherence. • Two A.U.S.S.I.E. math consultants, lower grade and upper grade, will assist in the development of effective instructional approaches that build students mathematical proficiency in conceptual understanding, procedural fluency, strategic reasoning and productive disposition. • Through on- going professional development inside and outside of the classroom supported by A.U.S.S.I.E. consultants, teachers will be introduced to instructional strategies with the

	<p>Standards of Mathematical Practice that will help students become proficient in their approaches to learning mathematics by focusing on precision, construction of viable arguments, search for structure and strategic use of technological tools.</p> <ul style="list-style-type: none"> • Staff members will be involved in implementing the CCSS while participating in school inquiry teams.
<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><u>Funding Sources and Staffing:</u></p> <ul style="list-style-type: none"> • After-school study group sessions - on-site professional development for classroom teachers - Tax Levy (Per Session) and Title I • On-site Professional Development by A.U.S.S.I.E. staff developers – (Title I) • Teachers College Calendar Days CSS – (Title I) • CFN #410 – Common Core State Standards Mathematics and Literacy Congratulates – (PD is Free of Charge) – Tax Levy funds are used to pay for our Children’s First Network affiliation.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • CCSS Teacher Team will be created to engage teachers in professional development as it relates to the CCSS. • Each grade will develop pacing calendars that are in alignment with the CCSS. • Classroom teachers will be responsible for implementing differentiated instructional mathematics lessons. • Observable teacher observations and walkthroughs will reveal evidence of the CCSS. • Student work products will demonstrate students’ proficiency in the new approaches to learning mathematics. • The development and implementation of grade level alignment assessments that include spiraling of mathematical concepts.

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	1	0	0	8
1	25	25	N/A	N/A	3	0	1	3
2	54	54	N/A	N/A	5	0	0	2
3	42	42	N/A	N/A	2	0	1	4
4	63	58	0	0	1	0	1	4
5	73	66	28	0	7	0	0	7
6	73	54	1	25	2	0	0	2
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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>1 AIS teacher, 1 SETSS teacher and 1 IEP teacher. During the Literacy Block, students receive differentiated instruction. A push-in model is used during the school day and after school. The following programs are used with students who are in need of literacy interventions: Wilson, Teachers College Columbia Reading and Writing Project, Kaplan Advantage & Kaplan Essential Skills Foundations, Open Court Intervention and Words Their Way. At-Risk students also receive intervention during our extended day program and in an after school program where each small group of children receive individualized services from two teachers during extended day, two days per week. Differentiated instruction is given to meet the needs of the students who are at Level I, Level II, high Level II and low Level III.</p> <p>English as a Second Language: A Title III ESL Program- two 75 minute sessions per week. Each ESL serviced class receives instruction from a Tier I Intervention teacher and certified ESL teachers as they team teach lessons and techniques once a week for a 60 minute session after-school. Our push-in and pull out model for ELL students is strengthened by having the ELL teachers work collaboratively with classroom teachers.</p>
Mathematics:	<p>1 PCEN Math teacher, 1 part-time support service mathematics teacher, 1 IEP teacher, 4 ESL teachers and 1 SETTS teacher provide small group mathematics instruction using pull-out and push-in models during school hours and after school. Teacher created materials; Harcourt Brace Math and the Harcourt Math HSP Program are used along with mathematics manipulatives. Students address content and procedural skills. Differentiated instruction is provided to meet the needs of individual students through the utilization of a concrete and hands on approach in order to address and develop problem-solving techniques. Students articulate problem solving strategies and procedure in writing. ESL teachers assist serviced teachers/classes in implementing the ESL component of Harcourt HSP Math.</p>
Science:	<p>Classroom teachers provide State mandated science instruction four to five periods a week. In addition, 2 science cluster teachers provide instruction in class as well as pull-out students needing service for a maximum of 45 minutes per week for all classes. Foss Kits, Harcourt Brace text, Interactive Smart Board Science Lessons, non-fiction science literature, and Science materials are implemented and utilized during interactive lessons. Students will participate in an after school small group science tutorial program. Differentiated instruction is provided in order to meet the</p>

	individual needs of students to address challenges and increase academic strengths.
Social Studies:	Classroom teachers provide mandated social studies instruction four to five periods a week. In addition, 1 social studies teacher provides instruction for 45 minutes per week for most classes. The integration of literature in the form of picture, chapter, trade books, non-fiction literature studies, Interactive Smart Board Technology, and document based instruction is used to meet the learning needs of students. Teachers follow content area themes and integrate literacy to differentiate instruction for individual students.
At-risk Services Provided by the Guidance Counselor:	Small group, whole class interventions/instruction, and one-to-one sessions using peer mediation strategies are implemented to increase assistance for designated students. In class lessons on anti-bullying strategies and self esteem building along with parental outreach is provided on an on-going basis. Two Guidance Counselors and our School Social Worker provide parent classes for parents who need additional parenting skills, support and outlets. Guidance Counselors and School Social Worker also push-in to some classes to provide first hand assistance and to assist at-risk students. Students are assisted in learning how to deal with various academic and personal issues including school, friends, family, and current events. The Parent Coordinator assists in planning workshops for families on requested topics; homework help, middle school applications and helping children to read at home.
At-risk Services Provided by the School Psychologist:	Small group instruction, and one-to-one sessions using peer mediation are provided to increase support of the students in need of service. Parent outreach is conducted on a regular basis to strengthen parent involvement and increase parental awareness. The school psychologist offers clinical services, agency referrals, and educational, social and personal services during the school day and on an as needed basis to at risk and general education students.
At-risk Services Provided by the Social Worker:	Small group instruction, plus one-to-one sessions using peer mediation strategies are used to enhance student support. The School Social Worker conducts parent outreach on a regular basis. The social worker assists students in learning how to deal with various academic, personal and family issues that are adversely affecting student progress and growth. The Social Worker is available to assist with crisis management/intervention.
At-risk Health-related Services:	School Nurse and the Guidance Counselor identify at-risk students with health issues. They provide referrals and parental outreach daily/regularly. In addition, students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc. The nutrition committee supports with awareness of healthy eating habits and making the right choices to lead a healthy

	lifestyle. The PPC team will coordinate meetings with administrative staff members to review specific cases and concerns.
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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(2009-2010) LAP to this CEP.

LAP 2010-2011

District 28 / P.S. 117 / CFN A. Santanta # 11 ESO

VII. Program Model Descriptions

Based on your school analysis:

- i. describe each program model (TBE,DL,ESL) and**
- ii. for each program model, articulate the LAP.**

The Language Allocation Policy team of P.S. 117 comprises the following personnel:

Principal:	Paula Cunningham
Asst. Principal:	Tara Malagoli
Coach:	Judi Kugel
ESL Teacher/Coordinator:	Eileen Aaron
ESL Teacher:	Lyudmila Erenburg
ESL Teacher:	Wendy Hsieh
ESL Teacher:	Erica Ramsingh
Parent Coordinator:	Jennifer Andres
Parent:	Maya Gutteriez-Grandos

ELL Identification Process

Public School 117 is located in Briarwood, Queens with a population of approximately 1,262, of which 11.49% or 145 students have been identified as English Language Learners. The school serves an ethnically diverse community, representing approximately 10 languages. Spanish, Arabic, Bengali, and Russian are the four main home languages. During the registration process, office personnel contact the ESL Coordinator or other certified ESL teachers, who use the HLIS (Home Language Identification Survey) and informal interviews with parents/guardian and students, to

identify potential English Language Learners. Interviews are done by fully certified ESL personnel as per CR Part 154, assisted by school based translators or the DOE's Translation and Interpretation Unit. Within 10 days of registration, potential ELLs are administered the LAB-R exam to determine whether or not they are entitled to receive ESL services, based on the state designated level of proficiency on the LAB-R. When entitlement is verified, parents/guardians are notified of their children's placement in the ESL program. All Spanish-speaking new entrants who score at or below the cut scores on the LAB-R, are administered the Spanish LAB during the same testing period in order to determine language dominance for instructional planning.

Each year in Spring, all ELLs are evaluated in Listening, Speaking, Reading and Writing using the New York State English as a Second Language Achievement Test. Prior to the test, the students are given ample opportunities to learn and practice the English language through everyday classroom instruction, after school programs and Saturday academies. The test is administered by qualified ESL personnel.

Within 10 days of entitlement verification, parents/guardians of newly enrolled ELLs receive entitlement letters (Appendix C) and are invited and encouraged to participate in an orientation through letters sent home in English as well as the home language. Copies of letters and attachments are filed in binders. The ESL teachers also make courtesy calls to the home to remind and encourage the parents/guardians to attend the orientation. At the orientation, an agenda is distributed to the participants who sign the attendance roster. A video is shown on the programs available - TBE, Dual Language and Freestanding ESL. Our Parent Coordinator and other staff members, who are bilingual or multilingual, are also available to discuss assessments and expectations for their children, and respond to questions about the questionnaire. Participants are provided with an informational brochure "The Guide for Parents" in the home language. Parents/guardians fill out the parent orientation survey and the program selection forms (Appendices D and F), and select the program that will best meet their children's needs. Subsequently, the children are placed in the program of choice. This process is ongoing throughout the year whenever new students are admitted to the school. If no selection is made by the parent, students are placed in the default program as per CR Part 154.

ESL teachers and the Parent Coordinator ensure Program Selection forms are returned by reaching out to parents via telephone, resending invitation letters, and providing parent workshops on an ongoing basis.

The criteria used to place identified ELL students in bilingual or ESL instructional programs include parent choice, and CR Part 154, as amended by the ASPIRA Consent Decree which requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. Parents choose the program during parent orientation or by filling out Appendix F – Program Selection Form. The parent orientation survey and program selection forms are provided in English as well as the home language. In addition, school personnel who speak the parents' language, are also available to assist. The school's goal of aligning ELL programs with CR Part 154 regulations ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects.

A review of the Parent Survey and Program selection forms for the past three years, as well as interviews conducted with parents, indicate that parents have overwhelmingly selected the ESL program. Therefore, parent choice and program offerings are aligned.

ELL Demographics

There are 145 English Language Learners in our school. Of this number, 116 are newcomers, 29 have been in the program for 4 to 6 years, seven are in Special Education, and three are SIFE students. The ESL program breakdown is as follows: 2 Self contained classes, Kindergarten – 4 classes, Grade 1 – 4 classes, Grade 2 – 4 classes, Grade 3 – 2 classes, Grade 4 – 2 classes, Grade 5 – 3 classes, Grade 6 – 3 classes.

Within our multi-lingual student population, the home language breakdown is as follows:

Spanish – 52 students

Chinese – 3

Russian – 20

Bengali – 23

Urdu – 9

Arabic – 28

Punjabi – 4

Haitian - 1

Other - 5

Programming and Scheduling Information

P.S. 117 provides English as a Second Language services to mandated English Language Learners through the Freestanding ESL Push-in (co-teaching) model in Grades 1 through 6, and the Pull-out model in the Kindergarten grade. The heterogeneous Kindergarten classes travel as a group to their ESL classroom where instruction is delivered by a certified ESL teacher. ELLs in the Push-in model are served in a heterogeneous setting as well. Advanced ELLs are given 90 minutes per day, two times per week of instruction. Beginning and Intermediate ELL students are given 90 minutes per day, four times per week for a total of 360 minutes of instruction. These instructional periods are based on the proficiency levels of the students and the NYS unit formula. ESL teachers and administrators plan the delivery program to ensure that the mandated number of minutes is provided. Teachers' program cards are visible at all times.

Through a co-teaching, push-in model, ELA instruction, is delivered jointly by our state certified ESL teachers and the general education teachers. The ESL teachers “push-in” to the classrooms for the required number of instructional minutes as per CR Part 154. The general education and ESL teachers jointly plan the curriculum during grade level meetings. Subsequently, co-teaching is carried out using the parallel teaching or team teaching models. The parallel teaching allows both teachers to teach the same information, but they divide the class and conduct the lesson simultaneously. This form of differentiation allows scaffolding for the English Language Learners, and fosters a safe environment for academic

growth. The small group provides more focused, intensive small group instruction and interventions during reading. Explicit, direct instruction is the primary means of instructional delivery. During team teaching, both teachers deliver the same instruction at the same time to the whole class. Additionally, in grades 4 and 6, fourteen students receive services in a general education classroom by dually certified General Education/ESL teachers. Both dually certified teachers use ESL strategies to differentiate instruction for their students.

The literacy instruction throughout the school follows the Teachers College model. Reading and Writing instruction is delivered daily during 90 minute blocks each. Read Alouds, grammar instruction and word work are part of the daily routine. Students learn language through themes based on the various genres – fantasy; folktales and fairy tales; realistic fiction, historical fiction and non-fiction. During literacy, ESL students are supported by both ESL and classroom teachers through small group instruction, or one on one conferencing. Mathematics instruction is provided to ELL students every day. ELL students are provided with support through the use of a hand on approach incorporating math manipulatives, visual aids and repetition of lessons. Strategies for solving math word problems are an integral part of the instructions. In addition, classroom teachers provide support by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. ELLs are also provided with glossaries for assistance in content areas. Students participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students’ seating arrangements enable them to clearly see and hear the teacher during instruction. Leveled books and Native language support is also provided through dual language books in classroom libraries. Some students at the very beginning level also use computers to acquire language through such software programs as Starfall.com. They are provided with additional opportunities to use computers during their scheduled weekly computer classes.

Our SIFE and newcomers are given additional ESL services through Extended Day and a Title III After School Program. Instruction for students identified as having special needs is based on their specific IEP. Title 1 certified teachers will also support the ELL students who are in need of additional assistance. These ELL students are included in the 75 minute Extended Day Tutoring Program, two days a week, for additional support in literacy and mathematics. In addition, our Title 111 After School Program for grades 3 through 6 provides additional language acquisition support to our ELL students.

Long term ELLs, and ELLs receiving service for 4 – 6 years, continue to receive their mandated ESL services plus additional support that is provided through our Extended Day Program, an after-school program or a Saturday Academy. Newly proficient ELLs are provided ESL services during “push-in” periods. They are also given additional support through our Extended Day Program, After School program or AIS/ELL Saturday Academy. By providing them with these additional instructional periods, our ELLs, who are required to take the NYS ELA and Math assessments, will achieve academic success in in preparation for the test.

Additional instructional ESL periods will be provided to students in grades K, 1 & 2 in order to gain early initial academic success. We will service our early childhood students in a combination Push-in/ Pull-out program according to their proficiency levels (Beginning, Intermediate, and Advanced). Teachers will differentiate their instruction according to individual student’s strengths and needs in early language acquisition, providing students with the confidence and the self-esteem needed for success in the upper grades. Title 1 reading specialists will push-into classrooms and work one on one or in small group , using a hands-on approach to enable them to become proficient in reading and math skills.

Our targeted intervention programs for ELLs include AIS and 150 minutes per week in extended day. Four reading specialists also “push-in” to classrooms to provide small group or one-on-one instruction to our English Language Learners who are functioning below grade level, as evidenced by the Acuity and New York State’s ELA or Math assessments, and teacher generated indicators. The language of instruction is English in keeping with the instructional program model that is in place at P.S. 117. Our former ELLs will benefit from our Push-in model in the general education classrooms. Our certified ESL teachers, as well as our Title I Reading Specialists will provide support where needed, as identified on their assessments. Teachers will continue to differentiate instruction according the students’ strengths and needs. These students are included in the 75 minute Extended Day Tutoring Program, two days a week for additional support in literacy and mathematics. Our former ELLs will also be given extended time during assessments for up to 2 years.

This year we have **added** the Saturday Academy for ELLs in grades 3 through 6. This additional instructional time will enable our English Language Learners to meet the high standards set for all students by acquiring the reading comprehension and math skills that are necessary for academic success. ELLs will continue to benefit from the push-in, co-teaching model that was implemented for the first time in the previous school year. Our ELLs will also be invited to attend the summer enrichment programs.

No programs for ELLs will be discontinued.

Because of our “push-in” ESL instructional model, all of our English Language Learners participate fully in all classroom activities. ELLs also participate in school-wide activities such as computer, basketball, choir, and dance clubs. Since the community that services P.S. 117 is so diverse, and many of our students are presently English language learners or were previously English language learners, the school policy has always been to provide equity to all of our students, including ELLs, in all activities during and after school.

Instructional material includes use of the smart board, overhead projectors and computers. All classrooms have a smart board which is used interactively by the teacher and students. Instruction on the smart board often involves the use of the internet to provide rich, visual support of themes or topics, which greatly aids comprehension. Instructional material also includes teacher created charts that are displayed around the room, for reference. Overhead and computer projectors are frequently used to model teaching points or student work. Teachers also use read aloud books, and theme or unit related books that are recommended by Teachers’ College. All ESL teachers receive and will continue to receive comparable instructional materials aligned with Teachers’ College Reading and Writing Workshop, Balanced literacy and TESOL standards. Classrooms will include Rigby, fiction leveled libraries, leveled non-fiction social studies libraries, leveled non-fiction science libraries, trade books, and ESL instructional materials for all grades serviced. Additionally, we continue to order books in all the major languages for student use.

All classrooms have internet ready computers that are utilized by all students, including ELLs, for research; publication of group or individual writing projects; creation of classroom magazines; or for basic language learning using computer based phonics programs.

Content area materials include those that are used within the Teachers’ College Reading and Writing project, such as read aloud books, leveled classroom libraries for independent or guided reading; Words Their Way and graphic organizers from which our ELLs greatly benefit. Teachers are also provided with copies of glossaries for Math, Science and Social Studies in various languages. Students who are able to read in their first

language are given dual language books when possible, to facilitate a smooth transition to English.

Our school offers a freestanding ESL program. In each class there is a mix of students from varying backgrounds and cultures, as well as a variety of first languages. The language used for instruction is English. However, students are offered bi-lingual dictionaries, as well as dual language books to support their learning experiences.

When all children are enrolled for the first time in our school, they are placed in a grade appropriate classroom based on their age. Our certified ESL teachers provide mandated services through our “push-in” model, which ensures that our ELLs receive the same academic rigor as all other students in the classroom. Students are provided with leveled books based on their reading level. If the students are at the very beginning level of English proficiency, they are provided with content area material that is at a “just right” level in order to scaffold the learning process.

At the moment, no program exists to assist newly enrolled students before the beginning of the school year.

Professional Development and Support for School Staff

Ongoing staff development will be provided during the instructional day, and during Title 111 monthly staff development. Our ESL teachers are included in Teachers’ College Reading and Writing Workshop professional development provided by an on-site TC Staff Developer. ESL teachers will attend Teachers’ College calendar day professional development, which is ongoing, throughout the year, as well as professional development offered by the Department of Education’s Office of English Language Learners. ESL teachers will also attend our Network’s professional development programs. Additionally, the state-certified ESL teachers, in collaboration with Teachers’ College, will provide workshops for the general education teachers and special education teachers in TESOL strategies, to enable them to meet the needs of the ELL students, as well as the minimum 7.5 hours of ELL training. Teachers’ College distributes attendance certificates at the end of each professional development session. All teachers of ELLs will attend professional development as per the 1979 Jose P court decision.

Assistant Principals will continue to attend workshops pertaining to ELL policies, procedures and best instructional practices for ELL teachers.

Our two Guidance Counselors are very involved in ensuring that our graduates make a smooth transition from Elementary to Middle School. They attend Professional Development workshops that provide critical information regarding support for our students during that phase. Our Guidance Counselors also accompany our prospective graduates on tours at the zoned middle school, assist them in completing applications and provide other support as needed.

Parental Involvement

The parents and families of our ELL students attend all school functions including, but not limited to, Parent-Teacher Association meetings, parent

workshops on literacy, mathematics and other topics designed to provide parents with the information with which to support their children at home. Our ESL Coordinator, along with Literacy & Mathematics Coaches, will provide ongoing ELL Parent Workshops in reading and mathematics strategies to assist their children. The workshops will be combined with those presented by our Parent Coordinator and the PTA. Workshops for our ELL parents will take place in the mornings and evenings to accommodate parents' schedules. Our Parent Coordinator evaluates parent needs through their responses on surveys and post-workshop evaluations, as well as by popularity of the workshops. We currently have 18 trained learning leaders who will provide support to our learners. Parents also participate in Parent-Teacher conferences and Holiday Event evenings. Translators are provided for parents, when necessary, by staff members who speak their language. School correspondence with parents is sent in their home language whenever possible.

An adult ESL parent/guardian class will also be offered, at no cost to the program.

Assessment Analysis

Our school uses Fountas and Pinnell and TCRWP to assess all of our students, including our English Language Learners. There is no State and Citywide Assessment data available for students currently in Grade 3 because these students were in Grade 2 last year – a grade that does not take the State and Citywide Tests.

Our newcomer students in grade 4 - 6 are performing below grade level. Assessments indicate students are scoring at performance levels 1 and low-level 2 performance levels in literacy and mathematics. Professional Development will be provided on hands-on mathematics strategies, balanced literacy strategies in Reading and Writing, Workshop strategies provided by Columbia TC staff developer, literacy coaches, and mathematics coaches and to the ELL Teachers. In addition, the newcomer students will receive an additional 180 minutes of intense small group pull-out ESL instruction in reading, writing, listening, and speaking language acquisition.

ELL Intermediate students in grade 4 - 6 are performing closer to grade level in literacy. Assessments indicate students are scoring at performance level 2 in literacy. In mathematics, student assessments indicate students are performing on grade level. Professional Development will be provided on hands-on mathematics strategies, hands on discovery science strategies. Reading and Writing Workshop strategies will be provided by Columbia TC staff developers, literacy coaches, mathematics/AIS coach, and science specialty teachers to all teachers of ELLs.

ELL Advanced students in grade 4- 6 are performing on or close to grade level. Assessments indicate students are scoring at performance level high 2 and low-level 3 in Literacy. The mathematics assessments indicate students are scoring at high level 2 and 3 performance levels. Professional Development will be provided in hands on mathematics strategies, hands on discovery science strategies; balanced literacy strategies, and Reading and Writing Workshop strategies provided by Columbia TC staff developer and literacy coaches, and mathematics/AIS coaches, and science specialty teachers, to all teachers of ELLs.

Our ELL students in grades kindergarten through six are having greater success in listening and speaking than in reading and writing. Therefore, a greater emphasis will be made in delivering reading and writing instruction. Students will have additional opportunities to read at their independent levels, and to respond to Literature through guided writing, as well as writing independently with the support of our ESL teachers.

Our ESL Program is monitored for effectiveness through formal and informal observations, review of student products, review of teacher made assessments, review of interim assessments, and formal assessments (NYS ELA, Mathematics, NYSESLAT, LAB-R, ACUITY, Scantron, and TCWRP Assessments) administrators and literacy coaches.

Our ESL Program utilizes teacher-made assessments, ACUITY predictive assessments in ELA and Mathematics, ELL Interim Assessments, standardized test scores on the NYS ELA and Mathematics Tests, Scantron Computer Reading Assessment, TCRWP Assessment, and ongoing LAB-R for new admits to ESL program. NYSESLAT results are also assessed to determine strengths and needs of individual students to continually regroup for instruction.

Our school offers a freestanding ESL program that delivers instruction in English, therefore, our students are taught and assessed in English. During state tests, students are given translated versions of the tests in their native language, if available. Translators are hired to translate the assessments that are not available in other native languages.

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP _____

Number of Teachers _____ 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.

Public School 117 is located in Briarwood, Queens with a population of approximately 1,262, of which 11.49% or 145 students have been identified as English Language Learners. Many of our children are either new immigrants or first generation Americans. The school serves an ethnically diverse community, representing approximately 10 languages. The highest concentrations of children speak Spanish, Arabic, Bengali, and Russian. There are currently 145 ELL students in attendance.

Early explicit instruction in phonemic awareness and decoding is the key to reading success. It is important that our grade 3, 4 and 5 students learn English as quickly as possible in order to gain academic success. The Title III program will help our students to gain confidence and build self-esteem. Our goal is to focus on developing strategies to raise the achievement of Students with Disabilities in English Language Arts by providing differentiated literacy instruction so that by June 2011, the number of Students with Disabilities performing at benchmark levels 3 and 4 on the Fountas & Pinnell Literacy Assessment will increase by 10%.

Our SIFE and newcomers are given additional ESL services through Extended Day and a Title III After School Program. Instruction for students identified as having special needs is based on their specific IEP. Long term ELLs, and ELLs receiving service for 4 – 6 years, continue to receive their mandated ESL services plus additional support that is provided through our Extended Day Program, an after-school program or a Saturday Academy. Newly proficient ELLs are provided additional support through our Extended Day Program or AIS/ELL Saturday Academy.

By providing them with additional instructional periods through our Extended Day Program, an Title III After School program or Title III Saturday Academy, our ELLs, who are required to take the NYS ELA, will achieve academic success in literacy in preparation for the test. All teachers of ELLs differentiate their instruction according to individual student's strengths and needs. Title I certified teachers also support ELL students who are in need of additional assistance. ELL students are included in the 75 minute Extended Day Tutoring Program, two days a week for additional support in literacy and mathematics. All instruction is aligned with the Standards.

The Grade 3, 4, 5 & 6 After School Program will serve to supplement the core curriculum literacy program in the following areas: English Language Arts aligned with the TESOL Standards; and Mathematics problem solving strategies. The English Language Arts supplement will focus on fluency and reading comprehension skills as these are areas where ELLs have the most difficulty.

The Reader's Theatre Program by Benchmark Education is used to enhance a student's reading fluency and, subsequently, comprehension. In addition, we will utilize Words Their Way (WTW) for English Language Learners which is an approach to spelling and word knowledge that is based on extensive research literature. WTW includes stages of development and instructional levels that are critical to the way students learn to read. It compliments the use of phonics, spelling, and vocabulary instruction that are often used in schools. Words Their Way for ELLs will enrich the Rigby ELL program utilized during the instructional school day.

Other activities will involve read alouds, retelling stories, role-playing, and writing activities connected to the TESOL Standards.

Children will also have opportunities to work in cooperative activities that will clarify and amplify vocabulary development, key ideas as well as expand peer communication. Students will be assessed by teacher made tests, NYS ELA & Mathematics Scores, NYC Acuity Predictive Assessments in Reading & Mathematics, TCRWP Assessments, NYSESLAT Scores, and portfolios to measure their achievement.

Grade 3: The program will service one class of 18-20 ELL students. These will be ELL students who scored at the Beginning, Intermediate, and Advanced levels on NYSESLAT, or new ELL admits who scored at the beginning level on the Lab-R. The Title III After School Program and Title III Saturday Academy will be provided in English. Classes will be taught by ESL certified teachers and Common Branch/Reading Certified teachers. They will focus on students who have made minimal progress in reading according to the Scantron, Acuity Assessments, and Fountas and Pinnell running records assessments. A pacing calendar will be implemented which enables classroom teachers to systematically cover parts of speech, word usage and phonemic awareness skills.

Grade 4: The program will service two classes of 18-24 ELL students who scored at the Beginning, Intermediate, and Advanced Levels on the NYSESLAT, or new students who scored at the beginning level on the Lab-R. The Title III After School Program and Title III Saturday Academy will be provided in English by state-certified ESL teachers. Classes will be taught by ESL certified teachers and Common Branch/Reading Certified teachers. They will focus on students who have made minimal progress in reading according to the Scantron, Acuity Assessments, and Fountas and Pinnell running records assessments. Grammar and word usage will be addressed to build students' writing ability.

Grade 5/6: The program will service one class of 15-18 ELL students who scored at the Beginning, Intermediate, and Advanced Levels on the NYSESLAT or new students who scored at the beginning level on the Lab-R. The Title III After School Program/Saturday Academy will be provided in English. Classes will be taught by ESL certified teachers and Common Branch/Reading Certified teachers. They will focus on students who have made minimal progress in reading according to the Scantron, Acuity Assessments, and Fountas and Pinnell running records assessments. These teachers will focus on implementing a program in reading and writing that will focus on decoding and encoding. The Conventions of the English Language will be addressed.

~~The program utilization of Conceptual Consolidation Funds and our SWP at the end of May 2010 does not have to be audited. Please see A Wordiness #4 -~~

~~Section II~~ Section III will last one hour and ten minutes, from 3:35 p.m.-4:35 p.m. for the 55-65 ELL students. In addition, on Saturday students will attend the Title III Saturday Academy from 8:30 a.m. – 11:00 a.m. for the entire grade 3- 6 ELL population.

Section III. Title III Budget

Professional Development Program **BEDS Code:** 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.

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
<p>Ongoing staff development will be provided during the instructional day, and during Title III monthly staff development. Our ESL teachers are included in Teachers' College Reading and Writing Workshop professional development provided by an on-site TC Staff Developer. ESL teachers will attend Teachers' College calendar day professional development, which is ongoing throughout the year. In addition, ESL teachers will attend professional development offered by the Department of Education's Office of English Language Learners. Additionally, the state-certified ESL teachers will provide workshops for the general education teachers and special education teachers in TESOL strategies to enable them to meet the needs of the ELL students. ESL teachers will also attend our Network's professional development programs.</p>	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students. 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
<p>Purchased services Assistant Principals will continue to attend workshops pertaining to ELL High quality staff and curriculum development contracts. Our two Guidance Counselors are very involved in ensuring that our graduates make a smooth transition from Elementary to Middle School. They attend Professional Development workshops that provide critical information regarding support for our students during that phase. Our Guidance Counselors also accompany our prospective graduates on tours at the zoned middle school, assist them in completing applications and provide other support as needed. Additional curricula, instructional materials. Must be clearly listed.</p>	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
<p>Supplies and materials Must be supplemental. Additional curricula, instructional materials. Must be clearly listed.</p>	(e.g., \$500)	(Example: Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
<p>Parental Involvement Educational Software (Object Code 199)</p>	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
<p>The parents and families of our ELL students attend all school functions including, but not limited to, Parent-Teacher Association meetings, parent workshops on literacy, mathematics and other topics designed to provide parents with the information with which to support their children at home. Our ESL Coordinator, along with Literacy & Mathematics Coaches, will provide ongoing ELL Parent Workshops in reading and mathematics strategies to assist their children. The workshops will be combined with those presented by our Parent Coordinator and the PTA. Workshops for our ELL parents will take place in the mornings and evenings to accommodate parents' schedules. Our Parent Coordinator evaluates parent needs through their responses on surveys and post-workshop evaluations, as well as by popularity of the workshops. We currently have 18 trained learning leaders who will provide support to our learners. Parents also participate in Parent-Teacher conferences and Holiday Event evenings. Translators are provided for parents, when necessary, by staff members who speak their language. School correspondence with parents is sent in their home language whenever possible.</p>		
TOTAL		

An adult ESL parent/guardian class will also be offered, at no cost to the program.

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 main data source used to identify interpretation needs was the RPOB report from ATS. The RPOB report outlines home language information from the HLIS form that is filled out by parents/guardians for each child upon initial school registration. Data compiled from informal interviews with parents/guardians during student registration, parent orientation, parent teacher conferences and parent-teacher association meetings also provided pertinent information for use in our assessment. Our bilingual parent coordinator and other multilingual staff assisted during parent interviews fostering open lines of communication.

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.

Written and oral interpretation needs indicate that many parents who are relatively new immigrants require language interpretation assistance. The findings were shared with the school community at large via faculty conferences, Coffee and Conversations with the Principal, school annual calendars, school notices, School Leadership Team and Parent-Teacher Association meetings.

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.

The school will provide written translation for critical documents in Spanish, Arabic, Bengali and Russian, which are the predominant languages spoken. Depending on availability by the Department of Education's website, translated documents will be downloaded from the Department's web page. Parents will be informed and are equip to become active participants in our school community. The Parent Coordinator and other qualified members of staff will receive copies of pertinent documents so that they

will have ample time for translation and subsequent distribution of correspondence to parents/guardians. We will utilize approved NYCDOE vendors for written translations and interpretation services as required.

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.

With our Parent Coordinator, parent volunteers and other multilingual staff members we will provide oral translation services for parents/guardians requiring language interpretation assistance as identified in Part A. Services will be provided during Parent Teacher Conferences, Parent-Teacher Association meetings and at various parent workshops throughout the school year.

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

A sign which designates each of the covered languages will be visibly posted in three prominent locations throughout the school building. For primary languages spoken, non-covered languages and/or non-English languages, translation services will be obtained from the Translation and Interpretation Unit and those signs will also be prominently displayed throughout the school building to aid parents in the school notification process.

Parents will also receive information in each of the designated languages regarding the rights of parents to translation and interpretation services, and how to access such services.

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:	\$716,664	\$23,266	\$739,930
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,166.64	\$232.66	\$73,993
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,833	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$71,664	*	

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.

School-Parent Involvement Policy 2010-2011

I. School 117Q in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the partnership between the school and the community. Our school's policy is designed to keep families informed and actively involved in planning and in decision making processes. Our goal is to develop a parent involvement program that builds a strong home-school partnership and will enable our professional staff and parents to work together to increase student achievement.

II. This policy involves all parents including parents of English Language Learners and special needs students.

III. Our policy was developed upon a review of parents need survey and the evaluation of effectiveness of the Title I/PCEN Parent Involvement Program.

Our Parent Involvement Policy was developed with input from parent members of our SLT and members of our PTA association.

P.S. 117 incorporates an active School Leadership Team that will meet at least once a month to discuss and review curriculum and instruction, school policies, funded school programs. This Leadership Team has sub-committees that discuss specific school programs. A Title I representative and parent members will offer plans for the SLT for ongoing parental involvement programs. The School Leadership Team will review State and Regional assessments to determine school trends and needs. The Parent Teacher Association will provide the school with communication to address areas of school-wide concern.

P.S. 117 participates in a Quality Review and Learning Environment Survey annually. As part of this Quality Review, the effectiveness of parental involvement is evaluated. In addition, feedback obtained from the survey provides valuable information about parental understanding regarding school goals and objectives. The school's ability to communicate and engage parents as partners to promote student learning is held in high standard. Newsletters, informal principal meetings with parents and administrative outreach are examples of making home link connections. With this information, an improvement plan is initiated for the following school year that lays out ways to increase parent participation in all areas of the school community. We are an extremely culturally diverse community and all evaluations and surveys are targeted to all parents. Based on further findings, workshops and meetings are designed to meet the specific needs that result from the Quality Review and survey. We will continue to provide written translations for school informational meetings.

Our parent coordinator will provide parent workshops; some of these workshops will be the following:

- State and Content Standards
- Explaining City and State Assessments
- Requirements of Title I, Part A
- All academic subject areas (Reading, Writing, Math, Science, Social Studies, Technology, etc.)
- How to help your child with homework
- How to help your child manage stress “From stress to success”
- New York State ELA Test
- State Social Studies
- Understanding Your Child’s Report Card
- Understanding Periodic Assessments
- Understanding Workshop Model Teaching through the use of manipulatives
- New York State Science Examination
- We will also provide an ESL Saturday Program for parents to learn English so they can better assist their children.

We encourage more school level parent involvement by:

- Hosting annual Parent Curriculum Conferences in September
- Encouraging parents to become trained volunteers through Learning Leaders.

P.S. 117 in collaboration with the PTA will also organize the following:

- Monthly “Coffee & Conversation” meetings with the principal
- Learning Leaders involved in school level school events and activities
- Special holiday occasion get together evenings
- Pre-kindergarten and kindergarten breakfast orientations with the school Administration
- Family multicultural evenings

All parents will receive ongoing progress reports that will keep them informed of their child’s academic growth.

P.S. 117 will provide ongoing communication of school and DOE policies through the following ways:

- Informational flyers (curriculum updates, website resources, health resources and parenting skill referrals of services)
- Principal’s Newsletter

- Parent Coordinator’s Newsletter
- Grade Level Curriculum Newsletters
- PS 117 Website
- Summer Reading Guides
- ARIS Parent Link
- Dial-A-Teacher (Help your child with homework information)
- PTA meetings
- “Coffee and Conversation” meetings with the principal

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.

The Title I School-Parent Compact is in effect during school year 2010-2011

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

The School Agrees:

- To convene an annual meeting for the Title I Parents to inform them of the Title I program and their right to be involved.
- To offer flexible meetings at various times and when funds are available to provide for child care or home visits for parents who cannot attend regular school meetings.
- Keep families informed of all programs in a timely manner.
- Involve parents in planning, reviewing, and improving the Title I programs and parent involvement policy.
- To provide all individual students formative and summative assessment results.

- **To provide high quality curriculum and instruction in the following ways:**

Highly qualified classroom teachers are placed in every classroom. In addition, students will be provided with support services in their specific areas of need, such as ESL instruction, Academic Intervention Services, SETSS, Individualized Education Plans, tutoring, and small group instruction. Our school has a strong emphasis on push-in services to support and strengthen the needs of all learners. Teachers provide evidence of student rigor by developing appropriate assessment tools that align with the Common Core State Standards

Our school has incorporated the arts, music, and technology that support an interdisciplinary standard-based curriculum in grades Pre-kindergarten through six. Using this content-based thematic approach, students at all grade levels and abilities will sharpen their creative thinking and problem solving skills. P.S. 117 maintains an extended day program to support the Magnet theme of *Theater Arts and Music Through Technology*. The curriculum for these activities will be an extension of the curriculum developed for use during the regular school day, to ensure continuity. The Project Arts program provides music specialists to work with our students in grades K-6, along with classroom teachers. Several certified arts teachers work in partnership with art organizations to integrate arts across the curriculum emphasizing Social Studies. City Lore visits every Wednesday and Thursday for a portion of the school year working with students in grades 3-6. They focus on cultural experiences through puppet making, drama, music and art. Culminating celebrations of the City Lore project are shared school-wide.

P.S. 117 uses a Balanced Literacy approach using trade books, novels and classroom libraries in Grades K-6. Kindergarten and first grades use Wilson Foundations and supplement with the Open Court Phonics program. The Foundations program places emphasis on systematic phonics and study of word structure. Foundations help children apply a multisensory and comprehensive understanding of the structure of the English language. Grades K, 1 also make extensive use of trade publications, classroom libraries and grade appropriate leveled literature to enhance our educational program with a Balanced Literacy approach. We will use instructional strategies and a Balanced Literacy approach that contributes to improved student achievement. Our literacy program will consist of the implementation of a 90-minute literacy block and daily writing activities that follow the Columbia Writing Initiative in Grades K-6. Students in grades 2-6 are engaged in word study using Words Their Way and in grammar instruction work. We provide intensive Academic Intervention Services to all students who are not meeting State Standards. An after school and Saturday AIS program follows our Extended Day program for students in grades 3-6. Teachers in grades 1-6 obtain further support by attending TC Calendar days, CCSS professional development and by utilizing specific classrooms as lab sites for TC instruction with staff developers from TCRWP.

As part of our move toward implementing the City and State Mathematics Standards, all Kindergarten and Grades 1-4 will use the HSP Program initiated this 2010-2011 school year. Grades 5-6 will continue to use the Harcourt Math series. Teachers emphasize the use of problem solving and inquiry, the use of math manipulatives and cooperative learning strategies in all grades. A.U.S.S.I.E. staff developers come regularly to work with staff specifically in math by assisting with curriculum mapping, goal setting, and alignment of CCSS

We use a math workshop approach and each classroom will be supplied with mathematical manipulatives. The Math specialist will provide professional development in the frameworks of mathematics, math skills and all components of math. These math facets include mathematical reasoning number and numeration, problem solving, operations, modeling/multiple representations, measurement, data interpretation, and patterns/functions.

Our school's Literacy Staff Developer and Coaches provide workshops and in-class training to all classrooms and out of classroom teachers in our Columbia based reading-writing program. The program provides our students with the ability to use writing to enhance written communication across the curriculum. This will also enable our students to meet the English Language Arts Standards.

Our Science Program will provide for a hands-on inquiry approach. We have two Science Specialists who provide hands-on instruction. In addition, we participate in the NYC Science Core Curriculum using *Harcourt Brace* instructional materials in grades K-2 and the *Foss Science System Kits* in grades 3-6. Classroom teachers also provide students three to four additional science periods per week. We use content reading in science through science texts, trade books, and non-fiction science related articles. Procedural writing in science lends itself to units of study in the TC writing calendar.

The Social Studies program at P.S. 117 uses the Harcourt Brace series, which focuses on Document Based Questions, primary sources and analysis of social and political events. Our Social Studies curriculum uses instructional strategies in the use of DBQ (Document Based Questions) and the use of the NYS Social Studies Core Curriculum as a basis of classroom instruction. Social Studies is further developed with our Social Studies teacher who works specifically with designated classes. Read alouds are often conducted as a component of social studies.

Our Title I Reading program will provide push-in services to children in the first and second quartiles and provide professional development to enable staff to align the reading curriculum with the City and State English Language Arts Standards. There will be articulation between the funded teachers, classroom teachers or subject teachers in order to coordinate the educational plan for Title I students.

Many of our children entering our school are non-English speaking. They require a strong literacy program with extensive early childhood intervention strategies. In order to meet this need, we will stress the implementation of the English Language Standards to focus on the development of language competency in our children. Open Court program targeting grades K and 1 helps ELL children to build a strong foundation for English. The ESL population is served in grades K-6 implementing a push-in model.

The ESL program provides service to English Language Learners in a setting within the classroom to increase their English language acquisition through listening, speaking, and reading, writing, and viewing activities. As part of the Language Allocation Policy (LAP), we will continue to implement the congruence between ELL instructional practices with those used by the classroom teachers. We will continue to align content-based instruction to NYS learning standards in ESL and ELA. ELL classroom teachers will receive support from professional development and also from funded teachers.

At P.S. 117 we will provide a challenging curriculum enabling all students to access general education within the Least Restrictive Environment. Support services are provided to foster success in general education in order to meet the needs of a diverse population. Our LRE initiatives will be formulated to provide both direct and indirect services to students, general education teachers, special education teachers and related service personnel, allows for sharing knowledge and expertise.

The school will provide for ongoing communication with parents in the following ways:

- Parent-Teacher Conferences will be held twice a year, once in November and once in March. Teachers will schedule conferences with all parents who are unable to attend the regular conferences. We also hold a curriculum Open House at the end of September to make parents aware of these compact and other curriculum requirements. Annual parent meetings, which delineate the school's participation in Title I Programs, will take place during the school day as well as evening. Open school week in November provides an opportunity for parents to see their children learning in the classroom. Our focus for this week will be on Balanced Literacy.
- Parents are encouraged to meet with teachers by appointment during a teachers' preparation period or before and after school. All teachers schedule appointments to meet with parents before academic intervention services are provided. All parents of students with IEP's conference with the classroom teacher as well as their specific service providers twice a year, (September through October, April through June).
- All parents of ELL students view an ELL video at the time of registration and discuss contents with our ESL teachers. ESL teachers schedule individual conferences with parents throughout the year. The Parent Coordinator is available on a daily basis to discuss any issues parents may have regarding particular services.
- The Principal and Assistant Principals schedule and meet with parents on a continuous basis.
- Report cards and progress reports will be distributed throughout the year to keep parents aware of their child's academic progress.
- Parents will be invited to participate in our writing celebrations, assembly programs and Magnet grant productions. Parents also have the opportunity to observe classroom activities during Open School Week, during Curriculum Open House and on an individual basis by scheduling appointments with the teacher or administration.

The Parent/Guardian Agrees:

- To become involved in developing, implementing, evaluating and revising the school parent involvement policy.
- To participate in or request assistance in child rearing practices and teaching and learning strategies.

- To send the child to school ready to learn.
- To ensure that the child attends school regularly and on time.
- To be aware of the child's work, progress and problems by talking to the child about school, by looking at the child's work and progress reports and by attending school functions.
- To work with and review homework with his/her child.
- To maintain continuing contact with the child's teacher and administration about the progress of the child's education.
- To take part in school programs and activities.
- Send their child to school wearing a school uniform.
- To respond to communication from the child's school.
- To hold their child responsible for school work, attendance and behavior.
- To provide their child with a place, time and appropriate materials for homework and study.
- To read with the child on a daily basis for a minimum of 15 to 30 minutes daily.
- To monitor the child's reading log.
- To provide the child with a library card and make regular visits to the local library.
- As parents to provide information to the school on the type of training and assistance they would like and/ or need to help them be more effective in assisting their children in the educational process.

Student Agrees:

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

- Attend school daily
- Come to school prepared to learn
- Complete all homework assignments
- Read at least 30-minutes daily and maintain a reading log
- Follow the Discipline Code
- Uphold uniform policy and wear a school uniform everyday
- Respect the rights of professional staff and peers
- Respect the diversity of cultures within the school

- Take home and share all notices with family
- Visit the public library
- Study for tests and assignments
- Ask questions of my teachers
- Participate in class activities and discussions
- Come to school on time with necessary required materials

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.

Administration, cabinet members, and the data specialist will review student performance on all NYS ELA and Mathematics exams. An analysis of the assessments will enable us to determine the common trends and mistakes students have made on these assessments. This information will be used to drive instruction. Teachers will receive on-going staff development that will help them to interpret and analyze the data. Assessment-Pro will be implemented so teachers can enter and analyze data of their students. Based on formative and summative data results, inquiry teams will be established to enhance student performance.

Predetermined dates will be set by administration to administer school practice testing rounds of previous state exams, Performance Series Computer Adaptive Assessments (Scantron), and Acuity Predictive Assessments. By administering practice NYS Exams from the 2009 and 2010 school, we will be able to determine students' strengths and weaknesses based on the results obtained from the exams. As a result, students will be grouped for instruction based upon their specific learning needs. Teachers will be able to develop and create class goals and individual learning goals for students. Students will be taught strategies and techniques to help them respond to and understand questions. Students will receive instruction that will help them build stamina and to become proficient and advanced readers. Given that these assessments will be given in cycles in accordance with the Department of Education's Testing Calendar, interim goals will be created, modified and adjusted as students' develop mastery in content subject areas. SMART Goals are created by all staff members to strengthen mastery for further student achievement.

All classroom teachers will be required to maintain an assessment binder for students in their class. Conferencing notes, a sample of student work, learning goals, and all information pertaining to individual students' performance will be maintained in the binder. By maintaining this data,

teachers will be able to determine if students are successfully meeting all benchmark standards and performance indicators for their grade. In cases where students need additional support, SMART Goals will be implemented.

All staff members will be aware of the school goals that have been established for the school year. Teachers will meet during grade conferences and common planning time to receive support in meeting the needs of all learners and creating and fulfilling the school, class, grade and individual student goals.

We have structured our extended days so that all staff members are engaged in inquiry work. Inquiry teams will meet weekly to plan and implement inquiry work on each grade level. Inquiry work is carried through in the classroom and during the Extended Day program on Tuesdays and Wednesdays of each week.

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.

The following methods and instructional strategies will be used to provide school wide reform:

- a. Extended Day – two 75 minute sessions per week. Students receive academic support in small group instructional format. Identified students receive strategies and techniques that help them to build and increase academic rigor.
- b. After-School/Saturday Academy AIS Program – we are planning to provide 3 hours of instruction on Saturday morning in both reading and math plus on additional session on Tuesday after extended day for 65 minutes. Programs are designed to meet the new ELA and Math criteria in alignment with CCSS.
- c. Title III ESL Program- two 75 minute sessions during Extended Day and one 60 minute session during the week. Each class of students will receive instruction from a certified ESL teacher. A Saturday ELL program will provide further support to students where they will be provided with three hours of instruction.

- d. Inquiry Teams – By taking steps to ensure our school becomes literate in data and assessment, through training provided by members who have professional development related to inquiry work, we will enable 100% of the school teaching population to ultimately engage in inquiry work. After analyzing and interpreting data from various sources, teachers will be able to implement new strategies, techniques and programs with their students based on what they learn from the data. Thereby, the focus will be on the educational needs of English Language Learners, Special Education, Black/Hispanic and Title I eligible populations plus many other sub groups will be created.
- e. Title I Reading Programs, PCEN Math Programs, At-Risk Guidance Counseling, and SBST Services will be provided to address the needs of all children in the school. In particular, the needs of low academic achieving students who are at risk of not meeting the State content standards will be serviced.

3. Instruction by highly qualified staff.

All staff members are highly qualified. Students receive instruction from staff members who are licensed to teach in their certified area. New teachers are provided mentors. Mentors will coach, support and share best teaching strategies.

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.

Teachers receive high-quality and on-going professional development throughout the school year. During grade conferences, established Chancellor's Professional Development Days, and inter/intra – school visitations, and TC calendar days staff members engage in professional development opportunities. Throughout the school year, professional development will also be provided in technology by identified teachers, differentiated instruction by following TC calendar days and having a Balanced Literacy approach, analyzing and interpreting data by A.U.S.S.I.E. consultants, and implementing The Readers/Writers Workshop Model by Literacy Coaches. A.U.S.S.I.E. consultants will work closely with classroom teachers in developing unified assessment tools, curriculum mapping, and provide a deeper understanding of the Common Core State Standards.

HSP consultants will train teachers and support staff in the beginning of the school year. Tools will be accessible to teachers online to support their needs in planning for instruction of students.

P.S. 117 supports a partnership within the school, families and community to meet student academic achievement and success by involving parents in the following activities and workshops:

- ✓ Understanding the Common Core State Standards

- ✓ Understanding the New York State ELA Exam
- ✓ Understanding the New York State Math Exam
- ✓ New York State Science Exam
- ✓ Science in the Early Grades
- ✓ Understanding the Writer's Workshop Model
- ✓ Understanding Fountas & Pinnell Running Records
- ✓ Hands on Science Activities
- ✓ Hands on Math Activities
- ✓ Interactive Smart Board & Technology in the Classroom
- ✓ Tech Savvy Parents – Using Technology at Home
- ✓ Helping Your Child Select Just Right Books
- ✓ Helping Your Parents Understand Today's Mathematics
- ✓ How to help support your ESL child at home through literacy
- ✓ Art and Music Enrichment in the classroom and at home
- ✓ AIDS Awareness and Curriculum

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

In order to attract high-quality highly qualified teachers to our school, we have formed a partnership with Queens College. Student teachers will be able to complete their student teaching experience at P.S. 117. Highly qualified staff members will teach student teachers best practices, model lessons and provide opportunities for them to plan and provide instruction. Once the student teachers have received their certification, we will be able to select and hire newly certified teachers and/or substitute teachers if we have teacher vacancies. Any long term substitute teacher is supplied professional development trainings with A.U.S.S.I.E. consultants and TC Staff developers.

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

Our Parent Coordinator will provide workshops for parents. A trained ESL teacher will teach newly arrived immigrants how to speak English. We offer computer classes and job seeking tips for parents. Computer time will be available to those who need job hunting resources-for example: Assistance with resume writing. Parents have access to one desktop computer and two laptops designated exclusively for parent use. The school guidance counselor will also provide parent workshops. Literacy coaches will provide parent workshops in Literacy. During open school week parents are encouraged to observe a Reading Workshop Model and are explained the various components of that model which is implemented daily during the 90 minute Literacy Block.

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.

A DOE designated Pre-Kindergarten social worker will work closely with the teacher, paraprofessional, students and parents. Parent workshops will be provided. The Pre-Kindergarten teacher will also participate in established professional development opportunities. Children in the Pre-Kindergarten program will be screened using ESI-R. Parents who are registering students for Kindergarten are invited in to take a tour led by our Parent Coordinator. Each family is given a packet of information when registering their child for Kindergarten

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will be given the opportunity to be an active member of the Leadership Team. These monthly meetings allow for parents, teachers, and administration to discuss and review curriculum and instruction. In addition, the School Leadership Team reviews State and Regional assessments to determine trends and needs. Teachers are also given the opportunity to participate in grade level meetings. Administration allows all staff members to contribute their ideas and suggestions. Decisions regarding the use of academic assessments are made once all contributing parties have been given the opportunity to share their thoughts, ideas, and expertise. Teachers are given opportunities to engage in decisions about the achievement of individual students and the overall instructional program.

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.

By identifying students through ARIS, we are able to determine students who are having difficulty mastering proficient or advanced levels of the academic achievement standards. When this information is obtained decisions are made about Tier I and Tier II Intervention services the child will receive. Information is gathered for students in June at the close of the school year. In September, the information is updated due to changes that may have occurred, such as students' promotional summer school status or new admits eligibility. SMART Goals are set in place to ensure mastery in content areas.

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.

All Federal, State, and local services and programs such as nutrition programs, housing programs, and Pre-Kindergarten programs are coordinated under the direction of administration and support staff such as the school guidance counselors and social workers.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page
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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.

		(P)			FY'11 school allocation amounts)	number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 601,982	✓	25, 29, 32, 37, and 41
Title I, Part A (ARRA)	Federal	✓			\$23,033	✓	25, 29 and 38
Title II, Part A	Federal	✓			\$481,607	✓	25
Title III, Part A	Federal	✓			\$25,500	✓	29
Title IV	Federal	✓			—	✓	
IDEA	Federal	✓			\$23,2666	✓	38
Tax Levy	Local	✓			\$5,073,810	✓	25, 29, 32,37 and 38

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.

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.)

Our school currently has **twenty-eight** Students in Temporary Housing attending our school. At this time, the current STH population is officially the same as reported in DOE systems for the 2010-2011 school year.

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

During the 2010-2011 school year, our school will provide the following support services for our STH population:

- Upon entering our school, Mrs. Link, School Secretary, gives the family a school calendar and information packet.
- The school guidance counselors go into the classrooms and introduce themselves and ascertain what supplies they have and finds out some information about their last school.
- They meet with the school counselor and classroom teacher. They introduce them to our school procedures.
- The Education Liaison at the various centers is contacted. The guidance counselor confirms they have their supplies and inquires what remains as a need. She strongly suggests they take the school bus (where available) and ask for any other information to help the child in school.

- They discuss what their likes and dislikes are, along with the academic strengths and weaknesses.
- If they mention, they used to receive help in an area, the counselor tries to see if a pre-screening for help is warranted.
- A call by their counselor to the parents takes place the first week.
- Counselors visit the classes often to confirm they have a class buddy.
- Counselors contact the Educational Liaison for the Department of Education at their temporary housing units.
- When needed individual parent meetings take place.
- The guidance counselors provide lunch groups to increase their transition and help build friendships.
- As needed, the counselors visit the classroom and meet with the teachers to check on progress and needs.
- As a need arises (health, social, academic or otherwise), a school guidance counselor remains in close contact with the families through the Educational Liaison at the temporary housing centers.
- Counselors go to the Briarwood Residence for regular meetings with families and bring them school papers, forms and schedules.
- Their teachers monitor attendance, academic progress and contact other staff/families, as needed.
- Counselors have set up a partnership with the student tutors at Molloy to give them teacher input for each child. They use this for daily meetings after school at Briarwood.
- A teacher has been assigned to Briarwood for group lessons.
- Teachers will conduct conferences with the students' parents at convenient times for them, other than and including regular conference dates.
- Teachers and the attendance team monitor their attendance and call families, where warranted.
- At times, some students may be offered free trips/magazines if other class members receive these paid for by their families.
- If a need arises for school supplies and trip monies not affordable, the principal, Mrs. Cunningham, is contacted.
- When there are parent workshops and Parent Teacher Conference dates are held, a fax is sent to their residences through the Educational Liaison, to distribute.
- At Briarwood Residence, a coordinated effort to ensure the children are put on the morning bus is maintained by the Educational Liaison. (i.e. Ms. Ramos changed her work hours to be available in the morning to parents and children, ensuring they get to school each day.)
- If there were a case of needing to reach a parent and the school did not receive a call back, a call is placed to their residence. A representative will put the message under the families' door in their unit.
- As needed, students receive academic intervention services by participating in our Extended Day program. In addition, students receive push-in support services from Title I reading teachers and from a PCEN Math teacher.

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. 117 J. Keld / Briarwood School					
District:	28	DBN:	28Q117	School		342800010117

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6	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	36	32	36		93.7	94.5	93.9
Kindergarten	173	184	183				
Grade 1	158	171	189	Student Stability - % of Enrollment:			
Grade 2	154	158	177	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	153	151	169		94.2	94.2	90.2
Grade 4	173	154	154				
Grade 5	144	181	165	Poverty Rate - % of Enrollment:			
Grade 6	148	140	179	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		71.6	81.5	81.5
Grade 8	0	0	0	Students in Temporary Housing - Total Number:			
Grade 9	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 10	0	0	0		0	40	51
Grade 11	0	0	0				
Grade 12	0	0	0	Recent Immigrants - Total Number:			
Ungraded	1	5	7	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Total	1140	1176	1259		18	22	24

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	31	44	59	Principal Suspensions	28	28	19
# in Collaborative Team Teaching (CTT) Classes	9	16	20	Superintendent Suspensions	6	6	6
Number all others	41	45	50				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	175	155	TBD				
# ELLs with IEPs	6	15	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	73	75	80
Number of Administrators and Other Professionals	7	10	9
Number of Educational Paraprofessionals	1	1	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	1	% fully licensed & permanently assigned to this school	100.0	98.7	100.0
				% more than 2 years teaching in this school	75.3	66.7	81.3
				% more than 5 years teaching anywhere	54.8	62.7	67.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	89.0	91.3
American Indian or Alaska Native	0.1	0.3	0.5	% core classes taught by "highly qualified" teachers	98.2	99.2	99.3
Black or African American	13.0	12.1	11.3				
Hispanic or Latino	29.4	28.8	31.6				
Asian or Native Hawaiian/Other Pacific	40.5	39.3	37.9				
White	16.5	17.9	17.9				
Male	51.1	50.7	50.1				
Female	48.9	49.3	49.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native			-			
Black or African American	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:	B	Overall Evaluation:	WD
Overall Score:	44.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	6.3	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	6.3	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	27.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.8		

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 CFN #410	District 28	School Number 117	School Name J.Keld/Briarwood
Principal Paula Cunningham		Assistant Principal Tara Malagoli	
Coach Judi Kugel		Coach M. Conlon - Reading Specialist	
Teacher/Subject Area E. Aaron - Teacher/Coordinator		Guidance Counselor T. Elias	
Teacher/Subject Area E. Budhram - ESL		Parent Maya Gutteriez-Grandos	
Teacher/Subject Area W. Hsieh/L. Erenburg - ESL		Parent Coordinator Jennifer Andres	
Related Service Provider -		Other -	
Network Leader Altagracia Santana		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	7	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	1262	Total Number of ELLs	145	ELLs as Share of Total Student Population (%)	11.49%
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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

Public School 117 is located in Briarwood, Queens with a population of approximately 1,262, of which 11.49% or 145 students have been identified as English Language Learners. The school serves an ethnically diverse community, representing approximately 10 languages. Spanish, Arabic, Bengali, and Russian are the four main home languages. During the registration process, office personnel contact the ESL Coordinator or other certified ESL teachers, who use the HLIS (Home Language Identification Survey) and informal interviews with parents/guardian and students, to identify potential English Language Learners. Interviews are done by fully certified ESL personnel as per CR Part 154, assisted by school based translators or the DOE's Translation and Interpretation Unit. Within 10 days of registration, potential ELLs are administered the LAB-R exam to determine whether or not they are entitled to receive ESL services, based on the state designated level of proficiency on the LAB-R. When entitlement is verified, parents/guardians are notified of their children's placement in the ESL program. All Spanish-speaking new entrants who score at or below the cut scores on the LAB-R, are administered the Spanish LAB during the same testing period in order to determine language dominance for instructional planning.

Each year in Spring, all ELLs are evaluated in Listening, Speaking, Reading and Writing using the New York State English as a Second Language Achievement Test. Prior to the test, the students are given ample opportunities to learn and practice the English language through everyday classroom instruction, after school programs and Saturday academies. The test is administered by qualified ESL personnel.

Within 10 days of entitlement verification, parents/guardians of newly enrolled ELLs receive entitlement letters (Appendix C) and are invited and encouraged to participate in an orientation through letters sent home in English as well as the home language. Copies of letters and attachments are filed in binders. The ESL teachers also make courtesy calls to the home to remind and encourage the parents/guardians to attend the orientation. At the orientation, an agenda is distributed to the participants who sign the attendance roster. A video is shown on the programs available - TBE, Dual Language and Freestanding ESL. Our Parent Coordinator and other staff members, who are bilingual or multilingual, are also available to discuss assessments and expectations for their children, and respond to questions about the questionnaire. Participants are provided with an informational brochure "The Guide for Parents" in the home language. Parents/guardians fill out the parent orientation survey and the program selection forms (Appendices D and F), and select the program that will best meet their children's needs. Subsequently, the children are placed in the program of choice. This process is ongoing throughout the year whenever new students are admitted to the school. If no selection is made by the parent, students are placed in the default program as per CR Part 154.

ESL teachers and the Parent Coordinator ensure Program Selection forms are returned by reaching out to parents via telephone, resending invitation letters, and providing parent workshops on an ongoing basis.

The criteria used to place identified ELL students in bilingual or ESL instructional programs include parent choice, and CR Part 154, as amended by the ASPIRA Consent Decree which requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. Parents choose the program during parent orientation or by filling out Appendix F – Program Selection Form. The parent orientation survey and program selection forms are provided in English as well as the home language. In addition, school personnel who speak the parents' language, are also available to assist. The school's goal of aligning ELL programs with CR Part 154 regulations ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects.

A review of the Parent Survey and Program selection forms for the past three years, as well as interviews conducted with parents, indicate that parents have overwhelmingly selected the ESL program. Therefore, parent choice and program offerings are aligned.

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														To t#
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained					1		1							2
Push-In	4	4	4	4	2	6	4							28
Total	4	4	4	4	3	6	5	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	145	Newcomers (ELLs receiving service 0-3 years)	116	Special Education	7
SIFE	3	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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 type="checkbox"/> 116	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 29	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 145

Total	116	3	4	29	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	145
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	3	7	6	8	11	11							52
Chinese	1	0	1	0	0	1	0							3
Russian	4	2	1	3	3	2	5							20
Bengali	3	7	4	3	2	1	3							23
Urdu	5	2	0	0	0	1	1							9
Arabic	3	6	5	3	1	7	3							28
Haitian	0	0	0	1	0	0	0							1
French	0	0	0	0	0	0	0							0
Korean	0	0	0	0	0	0	0							0
Punjabi	0	0	1	0	1	2	0							4
Polish														0
Albanian														0
Other		0	3	0	0	1	0						1	5
TOTAL	22	20	22	16	15	26	23	0	0	0	0	0	1	145

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.

Programming and Scheduling Information

P.S. 117 provides English as a Second Language services to mandated English Language Learners through the Freestanding ESL Push-in (co-teaching) model in Grades 1 through 6, and the Pull-out model in the Kindergarten grade. The heterogeneous Kindergarten classes travel as a group to their ESL classroom where instruction is delivered by a certified ESL teacher. ELLs in the Push-in model are served in a heterogeneous setting as well. Advanced ELLs are given 90 minutes per day, two times per week of instruction. Beginning and Intermediate ELL students are given 90 minutes per day, four times per week for a total of 360 minutes of instruction. These instructional periods are based on the proficiency levels of the students and the NYS unit formula. ESL teachers and administrators plan the delivery program to ensure that the mandated number of minutes is provided. Teachers' program cards are visible at all times.

Through a co-teaching, push-in model, ELA instruction, is delivered jointly by our state certified ESL teachers and the general education teachers. The ESL teachers "push-in" to the classrooms for the required number of instructional minutes as per CR Part 154. The general education and ESL teachers jointly plan the curriculum during grade level meetings. Subsequently, co-teaching is carried out using the parallel teaching or team teaching models. The parallel teaching allows both teachers to teach the same information, but they divide the class and conduct the lesson simultaneously. This form of differentiation allows scaffolding for the English Language Learners, and fosters a safe environment for academic growth. The small group provides more focused, intensive small group instruction and interventions during reading. Explicit, direct instruction is the primary means of instructional delivery. During team teaching, both teachers deliver the same instruction at the same time to the whole class. Additionally, in grades 4 and 6, fourteen students receive services in a general education classroom by dually certified General Education/ESL teachers. Both dually certified teachers use ESL strategies to differentiate instruction for their students.

The literacy instruction throughout the school follows the Teachers College model. Reading and Writing instruction is delivered daily during 90 minute blocks each. Read Alouds, grammar instruction and word work are part of the daily routine. Students learn language through themes based on the various genres – fantasy; folktales and fairy tales; realistic fiction, historical fiction and non-fiction. During literacy, ESL students are supported by both ESL and classroom teachers through small group instruction, or one on one conferencing. Mathematics instruction is provided to ELL students every day. ELL students are provided with support through the use of a hand on approach incorporating math manipulatives, visual aids and repetition of lessons. Strategies for solving math word problems are an integral part of the instructions. In addition, classroom teachers provide support by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. ELLs are also provided with glossaries for assistance in content areas. Students participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements enable them to clearly see and hear the teacher during instruction. Leveled books and Native language support is also provided through dual language books in classroom libraries. Some students at the very beginning level also use computers to acquire language through such software programs as Starfall.com. They are provided with additional opportunities to use computers during their scheduled weekly computer classes.

Our SIFE and newcomers are given additional ESL services through Extended Day and a Title III After School Program. Instruction for students identified as having special needs is based on their specific IEP. Title 1 certified teachers will also support the ELL students who are in need of additional assistance. These ELL students are included in the 75 minute Extended Day Tutoring Program, two days a week, for additional support in literacy and mathematics. In addition, our Title 111 After School Program for grades 3 through 6 provides additional language acquisition support to our ELL students.

Long term ELLs, and ELLs receiving service for 4 – 6 years, continue to receive their mandated ESL services plus additional support that is provided through our Extended Day Program, an after-school program or a Saturday Academy. Newly proficient ELLs are provided ESL services during “push-in” periods. They are also given additional support through our Extended Day Program, After School program or AIS/ELL Saturday Academy. By providing them with these additional instructional periods, our ELLs, who are required to take the NYS ELA and Math assessments, will achieve academic success in preparation for the test.

Additional instructional ESL periods will be provided to students in grades K, 1 & 2 in order to gain early initial academic success. We will service our early childhood students in a combination Push-in/ Pull-out program according to their proficiency levels (Beginning, Intermediate, and Advanced). Teachers will differentiate their instruction according to individual student’s strengths and needs in early language acquisition, providing students with the confidence and the self-esteem needed for success in the upper grades. Title 1 reading specialists will push-into classrooms and work one on one or in small group , using a hands-on approach to enable them to become proficient in reading and math skills.

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

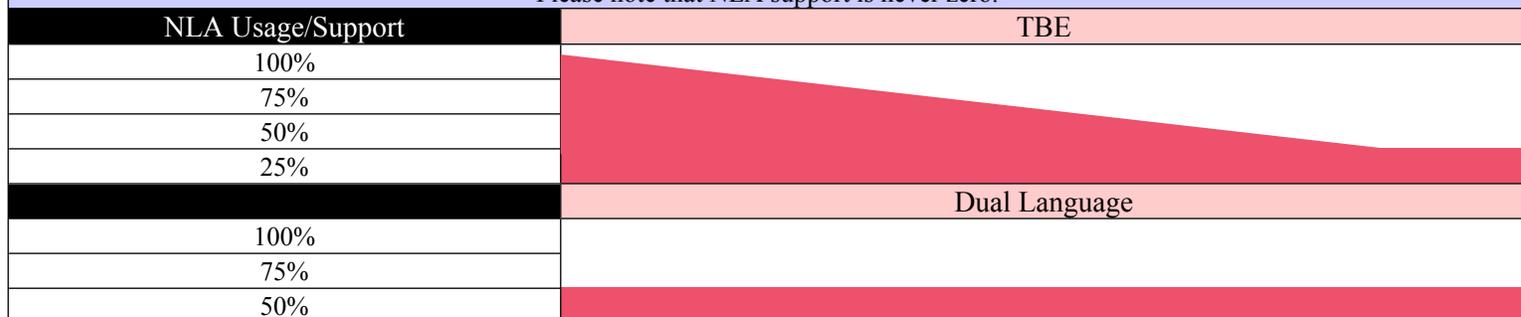
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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

B. Programming and Scheduling Information--Continued

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

Our targeted intervention programs for ELLs include AIS and 150 minutes per week in extended day. Four reading specialists also “push-in” to classrooms to provide small group or one-on-one instruction to our English Language Learners who are functioning below grade level, as evidenced by the Acuity and New York State’s ELA or Math assessments, and teacher generated indicators. The language of instruction is English in keeping with the instructional program model that is in place at P.S. 117. Our former ELLs will benefit from our Push-in model in the general education classrooms. Our certified ESL teachers, as well as our Title I Reading Specialists will provide support where needed, as identified on their assessments. Teachers will continue to differentiate instruction according the students’ strengths and needs. These students are included in the 75 minute Extended Day Tutoring Program, two days a week for additional support in literacy and mathematics. Our former ELLs will also be given extended time during assessments for up to 2 years.

This year we have added the Saturday Academy for ELLs in grades 3 through 6. This additional instructional time will enable our English Language Learners to meet the high standards set for all students by acquiring the reading comprehension and math skills that are necessary for academic success. ELLs will continue to benefit from the push-in, co-teaching model that was implemented for the first time in the previous school year. Our ELLs will also be invited to attend the summer enrichment programs.

No programs for ELLs will be discontinued.

Because of our “push-in” ESL instructional model, all of our English Language Learners participate fully in all classroom activities. ELLs also participate in school-wide activities such as computer, basketball, choir, and dance clubs. Since the community that services P.S. 117 is so diverse, and many of our students are presently English language learners or were previously English language learners, the school policy has always been to provide equity to all of our students, including ELLs, in all activities during and after school.

Instructional material includes use of the smart board, overhead projectors and computers. All classrooms have a smart board which is used interactively by the teacher and students. Instruction on the smart board often involves the use of the internet to provide rich, visual support of themes or topics, which greatly aids comprehension. Instructional material also includes teacher created charts that are displayed around the room, for reference. Overhead and computer projectors are frequently used to model teaching points or student work. Teachers also use read aloud books, and theme or unit related books that are recommended by Teachers’ College. All ESL teachers receive and will continue to receive comparable instructional materials aligned with Teachers’ College Reading and Writing Workshop, Balanced literacy and TESOL standards. Classrooms will include Rigby, fiction leveled libraries, leveled non-fiction social studies libraries, leveled non-fiction science libraries, trade books, and ESL instructional materials for all grades serviced. Additionally, we continue to order books in all the major languages for student use.

All classrooms have internet ready computers that are utilized by all students, including ELLs, for research; publication of group or individual writing projects; creation of classroom magazines; or for basic language learning using computer based phonics programs.

Content area materials include those that are used within the Teachers’ College Reading and Writing project, such as read aloud books, leveled classroom libraries for independent or guided reading; Words Their Way and graphic organizers from which our ELLs greatly benefit. Teachers are also provided with copies of glossaries for Math, Science and Social Studies in various languages. Students who are able to read in their first language are given dual language books when possible, to facilitate a smooth transition to English.

Our school offers a freestanding ESL program. In each class there is a mix of students from varying backgrounds and cultures, as well as a variety of first languages. The language used for instruction is English. However, students are offered bi-lingual dictionaries, as well as dual language books to support their learning experiences.

When all children are enrolled for the first time in our school, they are placed in a grade appropriate classroom based on their age. Our certified ESL teachers provide mandated services through our “push-in” model, which ensures that our ELLs receive the same academic rigor as all other students in the classroom. Students are provided with leveled books based on their reading level. If the students are at the very beginning level of English proficiency, they are provided with content area material that is at a “just right” level in order to scaffold the learning process.

At the moment, no program exists to assist newly enrolled students before the beginning of the school year.

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.

Professional Development and Support for School Staff

Ongoing staff development will be provided during the instructional day, and during Title 111 monthly staff development. Our ESL teachers are included in Teachers' College Reading and Writing Workshop professional development provided by an on-site TC Staff Developer. ESL teachers will attend Teachers' College calendar day professional development, which is ongoing, throughout the year, as well as professional development offered by the Department of Education's Office of English Language Learners. ESL teachers will also attend our Network's professional development programs. Additionally, the state-certified ESL teachers, in collaboration with Teachers' College, will provide workshops for the general education teachers and special education teachers in TESOL strategies, to enable them to meet the needs of the ELL students, as well as the minimum 7.5 hours of ELL training. Teachers' College distributes attendance certificates at the end of each professional development session. All teachers of ELLs will attend professional development as per the 1979 Jose P court decision.

Assistant Principals will continue to attend workshops pertaining to ELL policies, procedures and best instructional practices for ELL teachers.

Our two Guidance Counselors are very involved in ensuring that our graduates make a smooth transition from Elementary to Middle School. They attend Professional Development workshops that provide critical information regarding support for our students during that phase. Our Guidance Counselors also accompany our prospective graduates on tours at the zoned middle school, assist them in completing applications and provide other support as needed.

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?

Parental Involvement

The parents and families of our ELL students attend all school functions including, but not limited to, Parent-Teacher Association meetings, parent workshops on literacy, mathematics and other topics designed to provide parents with the information with which to support their children at home. Our ESL Coordinator, along with Literacy & Mathematics Coaches, will provide ongoing ELL Parent Workshops in reading and mathematics strategies to assist their children. The workshops will be combined with those presented by our Parent Coordinator and the PTA. Workshops for our ELL parents will take place in the mornings and evenings to accommodate parents' schedules. Our Parent Coordinator evaluates parent needs through their responses on surveys and post-workshop evaluations, as well as by popularity of the workshops. We currently have 18 trained learning leaders who will provide support to our learners. Parents also participate in Parent-Teacher conferences and Holiday Event evenings. Translators are provided for parents, when necessary, by staff members who speak their language. School correspondence with parents is sent in their home language whenever possible.

An adult ESL parent/guardian class will also be offered, at no cost to the program.

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)	16	9	6	5	1	8	4							49
Intermediate(I)	0	9	9	7	5	5	7							42
Advanced (A)	9	2	8	4	9	11	11							54
Total	25	20	23	16	15	24	22	0	0	0	0	0	0	145

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	5	2		13
5	6	10	1		17
6	6	8	1		15
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	6		6		2				14
5	6		13		1				20
6	4		11		6				21
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	7		7		7				21
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	7		3		7				17
8									0
NYSAA Bilingual Spe Ed									0

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

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

ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Assessment Analysis

Our school uses Fountas and Pinnell and TCRWP to assess all of our students, including our English Language Learners. There is no State and Citywide Assessment data available for students currently in Grade 3 because these students were in Grade 2 last year – a grade that does not take the State and Citywide Tests.

Our newcomer students in grade 4 - 6 are performing below grade level. Assessments indicate students are scoring at performance levels 1 and low-level 2 performance levels in literacy and mathematics. Professional Development will be provided on hands-on mathematics strategies, balanced literacy strategies in Reading and Writing, Workshop strategies provided by Columbia TC staff developer, literacy coaches, and mathematics coaches and to the ELL Teachers. In addition, the newcomer students will receive an additional 180 minutes of intense small group pull-out ESL instruction in reading, writing, listening, and speaking language acquisition.

ELL Intermediate students in grade 4 - 6 are performing closer to grade level in literacy. Assessments indicate students are scoring at performance level 2 in literacy. In mathematics, student assessments indicate students are performing on grade level. Professional Development will be provided on hands-on mathematics strategies, hands on discovery science strategies. Reading and Writing Workshop strategies will be provided by Columbia TC staff developers, literacy coaches, mathematics/AIS coach, and science specialty teachers to all teachers of ELLs.

ELL Advanced students in grade 4- 6 are performing on or close to grade level. Assessments indicate students are scoring at performance level high 2 and low-level 3 in Literacy. The mathematics assessments indicate students are scoring at high level 2 and 3 performance levels. Professional Development will be provided in hands on mathematics strategies, hands on discovery science strategies; balanced literacy strategies, and Reading and Writing Workshop strategies provided by Columbia TC staff developer and literacy coaches, and mathematics/AIS coaches, and science specialty teachers, to all teachers of ELLs.

Our ELL students in grades kindergarten through six are having greater success in listening and speaking than in reading and writing. Therefore, a greater emphasis will be made in delivering reading and writing instruction. Students will have additional opportunities to read at their independent levels, and to respond to Literature through guided writing, as well as writing independently with the support of our ESL teachers.

Our ESL Program utilizes teacher-made assessments, ACUITY predictive assessments in ELA and Mathematics, ELL Interim Assessments, standardized test scores on the NYS ELA and Mathematics Tests, Scantron Computer Reading Assessment, TCRWP Assessment, and ongoing LAB-R for new admits to ESL program. NYSESLAT results are also assessed to determine strengths and needs of individual students to continually regroup for instruction.

Our school offers a freestanding ESL program that delivers instruction in English, therefore, our students are taught and assessed in English. During state tests, students are given translated versions of the tests in their native language, if available. Translators are hired to translate the assessments that are not available in other native languages.

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		