



**OSMOND A. CHURCH
PS/MS 124**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 27Q124
ADDRESS: 129-15 150TH AVENUE
TELEPHONE: 718-529-2580
FAX: 718-322-4039**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS/MS 124 **SCHOOL NAME:** Osmond A. Church

SCHOOL ADDRESS: 129-15 150th Avenue South Ozone Park, New York 11520

SCHOOL TELEPHONE: 718-529-2580 **FAX:** 718-322-4039

SCHOOL CONTACT PERSON: Valarie Lewis **EMAIL ADDRESS:** VLewis2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Judy LeFante

PRINCIPAL: Valarie Lewis

UFT CHAPTER LEADER: Elizabeth Smith

PARENTS' ASSOCIATION CO-PRESIDENTS: Debbie Capuano & Eileen Lamanna

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** 531

NETWORK LEADER: Althea Serrant

SUPERINTENDENT: Michele Lloyd-Bey

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
Valarie Lewis	*Principal or Designee	
Elizabeth Smith	*UFT Chapter Chairperson or Designee	
Debbie Capuano Eileen Lamanna	*PA/PTA President or Designated Co-President	
Assunta Soldano	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Fran Sarno	Member/Parent	
Abigail Hooper	Member/Parent	
Joe Capuano	Member/Parent	
Evelyn Queen	Member/Parent	
Edward Bratten	Member/Parent	
Judy LeFante	Member/Teacher	
Claudia Patranoiu	Member/Teacher	
Sheva Harris	Member/Teacher	
Gloria Farley	Member/Teacher	
Linda Malloy	Member/Assistant Principal	
Mary Alarcon	Member/Assistant Principal	

*Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS/MS 124, the Osmond A. Church School is an official Core Knowledge Visitation Site located in a multi-ethnic, diverse socioeconomic area in South Ozone Park, Queens, New York. The school is located in District 27. Currently PS/MS 124 is a K-8 school with a student body currently numbering 1216. The school is supported by the PSO CEI-PEA and is part of CFN #531. Our ethnically diverse population is composed of 2.24% White, 29.15% Black, 23.25% Hispanic and 42.60% Asian/other, .33% American Indian/Alaskan, 3.48% Multi-racial which includes new immigrants from Arabic countries, India, Caribbean Islands and Africa. Recent immigrants to the U.S. are from Jamaica, Guyana, Trinidad, Pakistan and Nigeria. The gender enrollment is 47.67% male and 52.32% female. The breakfast/lunch program is currently a Universal Lunch Program designation with all students eligible for free breakfast and lunch.

PS/MS 124, an official Core Knowledge Visitation Site, is an educational community where students, staff and parents collaborate to create a rigorous educational institution, developing a strong foundation for all students to be college bound and providing a foundation for life-long learners. It is our goal to inculcate all members of the school community with an understanding and acceptance of diversity, fostering individuality and creativity, where high expectations are the norm for all students, through differentiation of the Core Knowledge Curriculum and instructional strategies maximizing success for all students. Through ongoing data analysis coupled with individualized differentiated learning paths students master their grade appropriate standards impacting on an upward trend of academic achievement in all curriculum strands.

PS/MS 124's instructional programs are directly linked to the scientifically researched Core Knowledge Sequences developed by ED Hirsch in collaboration with the University of Virginia. The instructional model is aligned to all of the New York State Standards, supports the Common Core State Standards and is aligned with the New York City Scope and Sequences for literacy, math, social studies, science, and the arts. The curriculum sequences provide a seamless, instructional program providing an equitable differentiated education for the entire student population. The Core Knowledge Model is based on sequential learning which is differentiated, beginning in grades K – 8. The program includes components, which when implemented provide a collaborative foundation of a core of knowledge, ensuring success of the programs' development within the school community. The Core Knowledge sequences focus on science, social studies, literacy, math, fine arts and music with a knowledge base that is spiraled overtime and sequentially developed through the grades. The best practices model promotes connections between skills development and content which is differentiated based on students' designated learning paths. The evaluation model is multi-faceted and includes on-going summative and formative assessments in all the curriculum areas. Assessments focus on assimilation of content taught both on grade and vertically to assess mastery and application. From the data gleaned each student's *Individual Learning Path* is revised to include the next benchmark targeted goals and immediate intervention which is provided in small group or one to one tutoring.

The school as a community recognizes and includes parents as partners in the education of their children. The staff designs a Core Knowledge parent component to provide instructional understanding and support grade specific. Parents attend interactive workshops aligned to their child's specific grade and the content being taught under the Title I Parent Compact. This strategy provides parents with insights and strategies to the educational expectations their child is expected to master. Parents are

given the Core Knowledge book, *What Every _____ Needs To Know*. A monthly grade specific newsletter is sent home previewing upcoming topics and a review of what was studied for the month. Parents and students then work together to hone prior knowledge and glean a deeper understanding of concepts taught.

To provide a differentiated representation of the data to support the *Acuity* and *ARIS* modules teachers utilize a tiered instructional rubric to drill down identifying each student's learning path aligned to the grade appropriate New York State Standards. The drill down extends past the NYS ELA, Math, Science and Social Studies standardized tests to include unit tests and analysis of student's monthly writing samples. Students are taught how to analyze their results and conference with their teachers on the next area to focus on to improve setting target goals. The K-8 Inquiry Teams focus on identifying an instructional area that needs to be addressed providing innovative designs to impact on improved student achievement. The current school-wide focus is enhanced vocabulary development in all content areas.

The school has embraced the culture of a cohesive Learning Community where all staff are leaders. The staff works collaboratively to share innovative and best practices to move instruction to the next level. Instructional designs are developed to impact on improved student academic achievement. The entire staff is involved in conducting Instructional Rounds based on the identified problem of practice grade specific.

The instructional design is supported through a partnership with the Brooklyn Museum. The museum provides a social studies/art/scientific observation hands on instructional exploration which supports the Core Knowledge sequences. Teachers, parents and students participate in instructional workshops which expand the instructional exploration of knowledge enabling the assimilation of a core of knowledge to be built on. Teachers participate in Professional Development workshops in the arts, science and social studies and then take their classes to the museum to participate in the designated learning program.

The additional programs implemented to impact on student achievement evolve over the year, budget permitting. The program designs and support services needed for the 2010/2011 school year include:

1. Guidance-Support for the transitional high school process. Parent meetings and student exit planning.
2. Academic Academy designs that include the following: Summer Planning Institute; Learning Community, Inquiry Teams; Instructional Rounds; Saturday AIS Academy October – June 9:00-12:00; Prep Tutoring; Academy AIS and Enrichment Interdisciplinary Tuesday, Wednesday and Thursday October-June; Theme Activity Night-parent/guardian/student/school; Science Exploration Program parent/student; Data Specialists providing on-going evaluation of student progress-main focus through writing; Design Your Own Assessments; Specialized High School Training; Testing/Evaluation Team; Basketball; Fitness Club; Dance Club; Band; Drama Club; Core Knowledge PD.

To support the social and emotional development of all students and extending to the family *Partnership with Children* provides a myriad of initiatives to develop the well rounded child. There are four social workers and two interns who provide classes in Peer Mediation, School Newspaper, Rap sessions for female, male and coed groups. In addition, the Partnership Team provides workshops on parenting skills, adolescent issues and discussion of current relevant issues. To enhance the school/home connection the school offers monthly theme nights where parents and students participate and build connections with other families.

Additional support is provided through two Out of School Time Programs. The South Asian Youth Association provides an after-school, holiday, vacation and summer camp program for students in grades K-5. The Mercy First Program provides an after-school, holiday, vacation and summer camp program for grades 6-8. Both programs provide support in homework, the arts, sports and social skills development.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Osmond A. Church				
District:	27	DBN #:	27Q124	School BEDS Code:	342700010124

DEMOGRAPHICS									
Grades Served in 2009-10:	Pre-K	√ K	√ 1	√ 2	√ 3	√ 4	√ 5	√ 6	√ 7
	√ 8	● 9	● 10	● 11	● 12	● Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Pre-K	36	0	0				94.2	94.5	94.7
Kindergarten	133	119	123						
Grade 1	164	152	132	Student Stability: % of Enrollment					
Grade 2	136	172	145	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	129	140	165				92.5	95.3	96.7
Grade 4	121	140	136						
Grade 5	119	137	132	Poverty Rate: % of Enrollment					
Grade 6	114	113	130	(As of October 31)			2007-08	2008-09	2009-10
Grade 7	101	106	110				100	100	100
Grade 8	87	94	97						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)			2007-08	2008-09	2009-10
Grade 11	0	0	0				17	24	18
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)			2007-08	2008-09	2009-10
Total	1140	1174	1172				9	18	22
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					

DEMOGRAPHICS							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	0	0	0				
No. in Collaborative Team Teaching (CTT) Classes	22	29	29	Principal Suspensions	63	42	25
Number all others	43	37		Superintendent Suspensions	11	8	18
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	34	31	28	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	69	73	70
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	9	9
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	3	3
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.4	0.42	.41	Percent more than two years teaching in this school	76.8	79.6	97.0
Black or African American	35.6	32.34	30.56	Percent more than five years teaching anywhere	52.2	55.2	92.0
Hispanic or Latino	20.5	20.88	21.26				
Asian or Native Hawaiian/Other Pacific Isl.	40.8	40.57	41.19	Percent Masters Degree or higher	88.0	90.0	92.6

DEMOGRAPHICS							
White	2.7	2.29	2.24	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.8	97.8	97.8
Multi-racial		3.05	3.48				
Male	47.7	47.53	48.04				
Female	52.3	52.46	51.91				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>		<u>Category (Check <input checked="" type="checkbox"/>)</u>					
		Basic	Focused	Comprehensive			
In Good Standing (IGS)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)				
	ELA:	<input checked="" type="checkbox"/>	ELA:				
	Math:	<input checked="" type="checkbox"/>	Math:				
	Science:	<input checked="" type="checkbox"/>	Grad. Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Ethnicity							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	√	√					
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6 of 6	6 of 6	1 of 1				
Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2009/2010		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	Well Developed
Overall Score	39.7% index	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	9.8%	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	9.7%	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	18.2%	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	2.0%	Quality Statement 5: Monitor and Revise	Well Developed
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

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?
-

Progress Report Analysis 2010/2011

Analysis of the Progress Report components indicated the following key areas to target:

Learning Environment Survey

- Information culled from the parent's/guardians responses indicated while they were satisfied with the academic expectations, communication, safety/respect there is room for continued improvement. The key academic area identified through further evaluation and school parent surveys noted there is a need for more parent workshops in Core Knowledge that are differentiated and aligned to the students learning path, identified goals and multiple intelligence learning styles. Additional communication through school newsletters targeting instructional support strategies are an essential component.
- In the area of safety and respect based on parental/guardian and students responses there is a need to increase the strategies for students to work through their problems. There is a need for improved social skills and problem-solving strategies which will impact on solving issues peacefully. Cultural diversity studies need to be expanded with the parent body, staff and students.

Student Performance and Progress in ELA and Math

- Information culled noted that the student's overall progress in ELA are noted as ahead of the City-wide curve in ELA and math with the revision of the Bell Curve and inclusion of the growth model variable. Specifically, the school has attained all the New York State Annual Yearly Targets for all sub-group populations in both ELA, Math and Science have far exceeded the AMO. This outcome puts the school in "Good Standing" with New York State.
- Student's performance at ELA proficiency levels 3 or 4 was 58.8%; relative to the designated peer horizon schools at 34.6%; relative to the city horizon at 53.3%.
- Students progress at ELA proficiency levels 3 or 4 was 69%; relative to the designated peer horizon schools at 34.7%; relative to the city horizon at 50.7%
- Median student ELA proficiency fell at 3.07 within the range of (1.00-4.50)
- Student's performance at Mathematics proficiency levels 3 and 4 was 70%; relative to the designated peer horizon schools at 24.2%; relative to the city horizon at 52.7%.
- Students' progress at mathematics proficiency levels 3 or 4 was 68%; relative to the designated peer horizon schools at 41.4%; relative to the city horizon at 55.7%.
- Median student Mathematics proficiency fell at 3.82 within the range of (1.00-4.50)

- The conflict arises when the NYC comparison is made with each individual students' noted year to year progress based on scale score comparison. While the scale school performance comparison and student progress rose there still is a discrepancy in the progress growth rate. Analysis of students scores compared to their yearly academic work as evidenced by their portfolios, Predictive Assessments, ITA's, unit tests per subject and writing samples notes a continued need for more in-depth differentiated instruction in reading comprehension and writing.

Quality Review Analysis 2007/2008

Note there was no formal Quality Review conducted in since 2007/2008 yet additional benchmarks were set based on the school's informal Peer Quality Review conducted.

Analysis of the Quality Review Self-Evaluation and Formal Quality Review indicated:

- The school was designated as Well-developed, yet the school community sees itself as a continuous work in progress. The new focus for this 2010/2011 is implementation of the Instructional Rounds. Each grade works on an identified problem of practice to impact on enhanced pedagogy and improved student achievement.
- Students' awareness of their instructional strengths and weaknesses in reading, math, writing, social studies and science setting eight week goals in each area.
- Use of self evaluative rubrics in all curriculum areas were generated to provide students with a framework of academic standards based work to achieve.
- Rubrics to be differentiated enabling students to achieve within their academic growth range which is sustainable and spirals to attain the standards.
- Design Your Own assessments in all curriculum areas to identify skills and content assimilation through Core Knowledge. DYO expanded to include an improved grammar component.

Inquiry Team Focus and Analysis 2010/2011

Analysis of data and revised focus of the Inquiry Teams based on the following:

Grade K:

The data studied to determine the students in the target population was the fall ECLAS 2 and *Open Court* assessments. The target group was formed targeting 30 students in the lowest third of the grade. The instructional focus targeted improved mastery of phonemic awareness and sight vocabulary to strengthen reading readiness. The strategies utilized are infused throughout the grade as they were developed. Progress monitoring was done through *Open Court* benchmark assessments.

These strategies included:

- Enrolling identified students in the Extended Day Program
- *Open Court* Intervention Phonics & Vocabulary Program
- Reading specialist to work with the identified students using the *Wilson Program*.
- Supplemental support through *Words Their Way Program*
- Teacher created Tier 1,2,3 materials to teach phonics and content vocabulary

Grade 1

The data studied to determine the students in the target population was the fall ECLAS 2 and *Open Court* assessments. The target group was formed targeting 30 students in the lowest third of the grade. The instructional focus targeted improved mastery of phonics, sight and content vocabulary linked to reading fluency to strengthen reading readiness. The strategies utilized are infused throughout the grade as they were developed. Progress monitoring is done through *Open Court* benchmark assessments and monthly writing samples.

- Enrolling identified students in the Extended Day Program
- *Open Court* Intervention *Phonics & Vocabulary* and reading intervention program
- Reading specialist to work with the identified students reaching individualized tiered benchmarks.
- Supplemental support through *Words Their Way Program* to support development of phonemic awareness.
- Extensive support using the supplemental program *Phonics* by Modern Curriculum Press.
- Instructional design of *Vocabulary Connections*

- Teacher created Tier 1,2,3 differentiated activities targeting synonyms, antonyms, word families, prefixes, suffixes and action words.
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal.

Grade 2

The data analyzed to determine the students in the target population was the fall *ECLAS 2, Open Court* and *Predictor Reading* baseline assessments. The target group was formed targeting 30 students in the lowest third of the grade. The instructional focus targets improvement in content vocabulary, reading comprehensions and reading fluency. The strategies utilized are infused throughout the grade as they are developed. Progress monitoring through *Open Court* benchmark assessments and individualized tests created by the teachers.

- Enrolling identified students in the Extended Day Program, AIS and After-school Academy
- *Open Court* Intervention Phonics and reading intervention program.
- Reading specialist to work with the identified students reaching individualized tiered benchmarks.
- Supplemental support through *Words Their Way Program* to support development of phonemic awareness.
- Supplemental support through *Vocabulary Connections*.
- Support through the *Open Court* comprehension benchmark assessment track.
- Sight-word flashcard vocabulary development.
- Teacher created Tier 1, 2, 3 differentiated activities targeting synonyms, antonyms, word families, prefixes, suffixes and action words.
- Students self-select independent novels to increase fluency, interest level and comprehension.
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal.

Grade 3

The data analyzed to determine the students in the target population was the fall *ECLAS 2, Predictor Reading, Rally* and the Predictive and ITA assessments to support the identified group. The target group was formed targeting 30 students in the lowest third of the grade. The instructional focus targets content vocabulary, improvement in reading comprehensions and reading fluency. The strategies utilized are infused throughout the grade in cycles. Progress monitoring is done through *Open Court* benchmark assessments, individualized tests and writing samples.

- Enrolling identified students in the Extended Day Program, AIS and After-school Academy
- *Focus* daily items skills development impacting on comprehension and fluency.
- Reading specialist to work with the identified students targeting individualized tiered benchmarks identified through six week assessments.
- Supplemental support through *Imagine It* to support development of comprehension in fiction and non-fiction.
- Support through the *Imagine It/ Open Court* comprehension benchmark assessment track.
- Sight-word flashcard vocabulary development.
- Supplemental program *Vocabulary Connections*.
- Teacher created Tier 1, 2, 3 differentiated activities targeting synonyms, antonyms, word families, prefixes, suffixes and action words.
- Students self-select independent novels to increase fluency, interest level and comprehension
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal.

Grades 4

The data analyzed to determine the students in the target population was the writing portfolios and individualized goals developed through one to one teacher conferencing. The baseline formal assessments to support the identified groups was the former June writing sample and the September sample. The target group was formed targeting 30 students in the lowest third of each grade. The instructional focus targets vocabulary development through all curriculum areas. The strategies utilized are infused throughout the grade as they are developed with evidence of use of in-depth vocabulary in the monthly writing samples and corresponding rubrics. Progress monitoring is done through monthly writing samples targeting both narrative, persuasive and opinion statements. These writing benchmark

assessments were then analyzed by the teachers/administrative team/instructional team. Unit tests targeting vocabulary provides ongoing feedback.

- Focus on 30 students in the lowest third of Grade 4, in ELA targeting developmental writing.
- Vocabulary development subject specific
- Analysis of students' weaknesses in writing indicated the need for use of graphic organizers.
- Need for work on grammar usage.
- Program was developed where students would commence each day with a "Thought of the Day" worksheet which was differentiated based on the students' identified weaknesses.
- The teachers provide five minute mini lessons each morning on targeted vocabulary impacting on writing and spiral review the skills through the instructional program.
- "Writing Genre of the Month" with enhanced vocabulary development has become a school-wide initiative aligned to Core Knowledge strands.

Grade 5

The data analyzed to determine the students in the target population was the *Predictor Reading* and the initial Predictive baseline assessments to support identified group. The target group was formed targeting 30 students in the lowest third of the grade. The instructional focus targeted vocabulary development and improvement in reading comprehensions and reading fluency through item skills development. The strategies utilized are infused throughout the grade as they were developed. Progress monitoring was done through *Predictor, Rally, Predictives, ITA's* benchmark assessments and individualized tests created by the teachers.

- Focus was on 30 students in the lowest third of Grade 5 in ELA
- Analysis of students' weaknesses indicated a need for intervention in application of vocabulary enhancement through fiction and non-fiction.
- Program was developed where students would commence each day with "Vocabulary of the Day" work-sheet.
- The teachers provide five minute mini lessons each morning on a skill and spiral review the vocabulary through the instructional program.
- "Vocabulary of the Day Model" has become a school-wide initiative supported by the resource *Focus and Word Explorer*

Grade 6

The sixth grade inquiry team is focusing on vocabulary development in all curriculum areas. Classroom assessments revealed weaknesses in vocabulary in reading comprehension, and the writing voice of the students. Teachers target vocabulary in daily "Do Now" exercises that are differentiated according to each student's needs.

- Focus was on 30 students in the lowest third
- Analysis of students' weaknesses indicated a need for intervention in application of vocabulary enhancement through fiction and non-fiction.
- Program was developed where students would commence each day with "Vocabulary of the Day" work-sheet.
- The teachers provide five minute mini lessons each morning on a skill and spiral review the vocabulary through the instructional program.
- "Vocabulary of the Day Model" has become a school-wide initiative supported by the resource *Focus and Word Explorer*

Grade 7

The seventh grade inquiry team is focusing on vocabulary development in all curriculum areas. Classroom assessments revealed weaknesses in vocabulary in reading comprehension, and the writing voice of the students. Teachers target vocabulary in daily "Do Now" exercises that are differentiated according to each student's needs.

- Focus was on 30 students in the lowest third
- Analysis of students' weaknesses indicated a need for intervention in application of vocabulary enhancement through fiction and non-fiction.
- Program was developed where students would commence each day with "Vocabulary of the Day" worksheet..

- The teachers provide five minute mini lessons each morning on a skill and spiral review the vocabulary through the instructional program.
- “Vocabulary of the Day Model” has become a school-wide initiative supported by the resource *Focus and Word Explorer*

Grade 8

The data analyzed to determine the students in the target population was the fall instructional students need assessment, *Predictor Reading*, Rally, ITA’s and Predictive baseline assessments to support identified group. The target group was formed targeting 30 students in the lowest third of the grade. The instructional focus targets increasing vocabulary, comprehension and students’ optimal capacity in science and social studies in order for students to successfully complete Exit Projects in these subject areas. On-going assessments through tiered assignments aligned to the Exit Project Rubric

- Instructional focus on academic vocabulary development in all content areas
- Effective note-taking strategies
- Effective use of graphic organizers
- Developmental writing model/ ladder steps

Summary of Data Analysis/Findings – Early Childhood

Results of ECLAS administered to students in kindergarten in the Fall of 2010 indicated 38.46% of the students scored at or above mastery in the area of reading and 88.03% of the students scored at or above mastery in the area of writing development. Specific attention needs to be given to an instructional design where 95% of students are entering the beginning reader, level 3 by spring.

Results of grade 1 ECLAS indicate 40.52% of the students scored at or above mastery level in Reading and 70.5% of the students scored at mastery level in writing development.

Results of grade 2 ECLAS indicates 65.12% of the students scored at or above mastery level in Reading and 84.30% of the students scored at mastery level in writing development.

Results of grade 3 ECLAS indicated 68.53% of the students scored at or above mastery level in Reading and 85.35% of the students scored at mastery level in writing development.

Review of portfolios, work-folders and unit tests administered to K, 1, 2 in reading, math, science and social studies indicates students are developing sequential content knowledge which is retained. This is directly attributed to the Core Knowledge Content Strands. Identified as a need is development of writing skills for all grades through more in-depth instruction using the Four Square Organizer or Thinking Maps to foster secure developmental writing aligned to a standard based, grade appropriate writing rubric.

Review of data culled through teacher observation on math identified a need for instruction, which incorporates skills development linked to literacy and use of manipulatives. There is a definitive need to develop an in-depth understanding of skills linked to concepts. Across all grades students have difficulty with understanding basic tenets of skills linked to concepts and application to problem solving. Math instruction needs to be included in the Balanced Literacy component where math read alouds, shared reading and guided reading are linked to skills. Additionally, reading lessons will utilize math skill and content specific to develop an integrated understanding of concepts. Harcourt math will be utilized in grades K-2.

Implications for the instructional program:

Kindergarten

Literacy to focus for all classes on:

- Phonemic Awareness, listening comprehension, and reading comprehension utilizing *Open Court*.
- Alphabet Sight-Word Strands-Vocabulary development
- Inventive Writing
- Reading Strand to include extensive use of read-alouds in the development of a comprehensive Balanced Literacy Program.

Note: Identified students in need of extensive language intervention will receive services of Kindergarten PD periods for 10-weeks. Identified students attend Extended Day sessions from Monday-Friday 8:00-8:30). Targeted students attend the Saturday Academy from 9:00-12:00.

Grade 1

For the 2 accelerated classes the findings indicate the need for:

- Phonemic awareness taken to next level to include effective encoding/decoding.
- Integration of extensive emergent reader strategies.
- Development to mastery of Dolch Word list sight word strands and expanded with content vocabulary through all Core Knowledge strands
- Developmental, grade appropriate, writing strand to include mechanics within the 90-minute literacy block.

For the remaining 1st grade classes identified needs to review:

- Basic phonemic awareness, listening comprehension, and reading comprehension utilizing *Open Court*.
- Developing sight vocabulary words.
- Mastered decoding/encoding using the program *Phonics*.
- Core Knowledge strand vocabulary development
- Development of writing mechanics through monthly writing samples utilizing a grade appropriate writing rubric targeting vocabulary development through genre specific writing

Note: Identified students targeted for At Risk Intervention to include language acquisition services during the teachers PD periods with service extended for 10-week cycles and then a re-evaluation. Identified students will also be invited to attend Extended Day sessions from Monday-Friday (8:00-8:30) and Saturday Academy 9:00-12:00.

Grade 2

Review of instructional program indicators found a wide variable in actual student mastery in reading comprehension and writing mechanics. The findings indicated a need to:

- Extend phonemic awareness program, decoding/encoding skills development, vocabulary content specific and reading comprehension strategies development through the utilization of the *Open Court Reading Program* and Core Knowledge strands.
- Extend reading strands to include detailed comprehension questioning using both fiction and non-fiction texts.
- Writing mechanics development, grade appropriate, using grade writing rubric and monthly writing samples utilizing the *Houghton-Mifflin English* text for additional support.

Note: Identified at risk students receive AIS Reading/ Language Acquisition PD services for 10 week cycles and then a re-evaluation. : Identified students targeted for At Risk Intervention to include language acquisition services during the teachers PD periods with service extended for 10-week cycles and then a re-evaluation. Identified students will also be invited to attend Extended Day sessions from Monday-Friday (8:00-8:30) and Saturday Academy 9:00-12:00.

Grade 3

A review of the instructional program found a disparity in actual student mastery in vocabulary, reading comprehension and writing development.

The findings indicated a need for:

- Comprehension (need for in-depth questioning) of both fiction and non-fiction texts
- In-depth implementation of the Balanced Literacy design through more effective teacher conferencing during both reading and writing workshops
- Writing mechanics development using the Four Square and Thinking Maps, as well as *Houghton-Mifflin English* text for additional support.
- Weekly writing samples with students using grade appropriate rubric to help them set individual writing goals.

Note: Identified at risk students receive AIS Reading/ Language Acquisition PD services for 10 week cycles and then a re-evaluation. Identified students will also be invited to attend Extended Day sessions from Monday-Friday (8:00-8:35) each week. Attendance in AIS Academy and Saturday Academy.

Implications for the Instructional Program:

An analysis of the data culled indicates a need to expand the P.S/M.S. 124 instructional design to include:

- Literature Circles targeting implementation of all components through all Core Knowledge Strands.
- Continuation of *Open Court Reading* to improve vocabulary, and comprehension.
- Expansion of classroom libraries.
- Expansion of Core Knowledge, topic specific strand resources to drive the Balanced Literacy Component linking skills/content.
- Literacy Team to facilitate implementation of program designs supporting a pull-out component for small group work.
- Expansion of the use of student rubrics as a foundation for developing writing
- Differentiated levels of math libraries, skill specific to support math program.
-
- Development of interactive math centers to provide hands-on activities.
- Expansion of classroom learning centers utilizing *Foss Science* centers to support instruction.
- Math facilitator to facilitate implementation of program design.
- Academic intervention services for all identified students will mirror classroom instruction. Expansion to include individualized instruction, academy classes and parent/student workshops.

Summary of Data Analysis New York State ELA Standardized Results based on the new scale score rubric– Grades 3, 4, 5, 6, 7, & 8

For the 2010 ELA tests New York State put forth a revised definition of scale score ranges associated with each performance level. Please refer to the following when reviewing the scale score data:

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expect at this grade level

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level

ELA Scale Score Ranges Associated with Each Performance Level

Grade	Level 1	Level 2	Level 3	Level 4
3	475-642	463-661	662-693	694-780
4	430-636	637-667	668-719	720-775
5	495-646	647-665	666-699	700-795

6	480-643	644-661	662-693	694-785
7	470-641	642-663	664-697	698-790
8	430-626	627-657	658-698	699-790

Grade 3 NYS ELA Assessment results:

- Of 167 students tested 13.77% received a level 4; 36.53% received a level 3; 39.52% received a level 2; and 10.18% received a level 1.

Implications for the instructional program

- Analysis of the number of students attaining third grades standards indicates when evaluating the disaggregated data there is a need to differentiate students' learning paths to be more proactive and flexible to provide immediate intervention. All students need instruction in mastering the items skills within non-fiction. In addition work is needed to writing cohesive constructed responses. To enhance the reading and writing programs, differentiated reading materials on the same topic were purchased to enable the teachers to drive skills and content instruction simultaneously while targeting each student's academic strengths and weaknesses.
- The implications of the data indicated a need to improve mastery of the item skills and application aligned to comprehension. Students at all levels receive additional intervention or enrichment through small group tutoring, AIS Academy and Saturday Academy. In addition, the expansion of the implementation reading design around the Core Content Strands, using a balanced literacy framework and literature circles enhances the framework for skills development linked to conceptual understanding.
- Review of the instructional program in SETSS and CTT classes identified the need for the IEP goals to align with the instructional program of the general education classes and the Core Knowledge instructional strands. Additionally, professional development targeting differentiation of instruction within a small group aligned to IEP goals/objectives is needed. Additional immediate intervention is provided in small group settings or one to one conferencing,
- Review of the ESL program identified the need for students to be provided instruction through the *Wilson Program* and *Foundations* to assist in language development. Work is differentiated and aligned to classroom content taught utilizing literature on student's readability level.

Grade 4 NYS ELA Assessment results:

- Of 136 students tested, 8.82% received a level 4; 52.94 received a level 3, 33.82 received a level 2; and 4.41% received a level 1.
- Analysis of the fluctuation of the students attaining standards was investigated to include perusal of each student's portfolio and writing portfolio. It became evident that students differentiated needs targeted the areas of grammar, basic and content specific vocabulary, fictional comprehension to include predictions, inference and writing focusing on informational content. In addition it was noted that students in the accelerated track need to be exposed to rigorous literature to increase their critical reasoning and analytical process skills to take them to the next level in their writing.
- Review of the instructional program in SETSS and CTT class identified the need for the IEP goals to align with the instructional program of the general education classes and the Core Knowledge instructional strands. Additionally, professional development targeting differentiation of instruction within a small group aligned to IEP goals/objectives is needed. Additional immediate intervention is provided in small group settings or one to one conferencing,
- Review of the ESL program identified the need for students to be provided instruction through the *Wilson Program* and *Foundations* to assist in language development. Work is differentiated and aligned to classroom content taught utilizing literature on student's readability level.

Grade 5 NYS ELA Assessment results:

- Of 142 students tested, 12.67% received a level 4; 34.51% received a level 3; 42.25% received a level 2; and 10.56% received a level 1.
- Analysis of the data indicated student achievement was directly impacted upon by the Inquiry Teams Initiative of the Skill of the Day Model coupled with vocabulary development in all content areas. The instructional model targets *Word Explorer* and focused Core Knowledge content strand vocabulary development. The model is increased writing in all genres to impact on improved vocabulary comprehension linked to conceptual content development and application in reading comprehension and writing.
- Review of the instructional program in SETSS identified the need for the IEP goals to align with the instructional program of the general education classes and the Core Knowledge instructional strands. Additionally, professional development targeting differentiation of instruction within a small group aligned to IEP goals/objectives is needed. Additional immediate intervention is provided in small group settings or one to one conferencing,

Grade 6 NYS ELA Assessment results:

- Of 130 students tested, 3.07% received a level 4; 72.30% received a level 3; 23.7% received a level 2; and 1.53% received a level 1.
- Analysis of the data indicated that students who had previously been level 4 fell into the level three range. Review of the results on the Predictive tests indicated students were having difficulty with inference, cause and effect and figurative language. Further analysis indicated that students' writing was not as in-depth as their knowledge base. Students writing indicated cursory responses, not including specific details and presenting definitive positions. Therefore, the instructional design was enhanced to include enhanced vocabulary in all content areas; writing samples in all content areas , student peer conferencing and oral presentations.
- Review of the instructional program in SETSS identified the need for the IEP goals to align with the instructional program of the general education classes and the Core Knowledge instructional strands. Additionally, professional development targeting differentiation of instruction within a small group aligned to IEP goals/objectives is needed. Additional immediate intervention is provided in small group settings or one to one conferencing,

Grade 7 NYS ELA Assessment results:

- Of 108 students tested, 12.03% received a level 4; 40.74% received a level 3; 45.37% received a level 2; and 1.85 received a level 1
- Analysis of the data indicated that many students had difficulty with editing and appropriate grammar usage. A program was implemented addressing grammar conventions. In addition, perusal of the Predictives, student's unit tests in all subject areas indicated a clear disparity between understanding of fictional material in comparison to non-fiction based on poor vocabulary. Therefore, the instructional design was enhanced to target both with students grouped according to strengths and weaknesses. Individualized rubrics for instructional support were designed to support each students learning path.
- Review of the instructional program in SETSS identified the need for the IEP goals to align with the instructional program of the general education classes and the Core Knowledge instructional strands. Additionally, professional development targeting differentiation of instruction within a small group aligned to IEP goals/objectives is needed. Additional immediate intervention is provided in small group settings or one to one conferencing,

Grade 8 NYS ELA Assessment results:

- Of the 95 students tested, 5.26% received a level 4; 54.21% received a level 3; 29.47% received a level 2 and 1.05% received a level 1.

- Analysis of the data indicated that many students had difficulty with editing and appropriate grammar usage. A program was implemented addressing grammar conventions. In addition, perusal of the Predictives, student's unit tests in all subject areas indicated a clear disparity between understanding of fictional material in comparison to non-fiction based on poor vocabulary. Therefore, the instructional design was enhanced to target both with students grouped according to strengths and weaknesses. Individualized rubrics for instructional support were designed to support each students learning path.
- Review of the instructional program in SETSS identified the need for the IEP goals to align with the instructional program of the general education classes and the Core Knowledge instructional strands. Additionally, professional development targeting differentiation of instruction within a small group aligned to IEP goals/objectives is needed. Additional immediate intervention is provided in small group settings or one to one conferencing,

Implications for the ELA Instructional Program

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for all Grade 3-8 students:

- Continuation and expansion of the ELA instructional strategies aligned to the Core Knowledge Strands to include Literature Circles and the Advanced ELA Academy
- Expansion of the differentiated reading programs of *Open Court*, *Imagine It*, *Kalidescope* supported by differentiated literature aligned to all Core Knowledge Strands (language arts, social studies, science, general education, SETSS program and ELL Program.
- Vocabulary program aligned to the Core Knowledge strands. Supported by *Vocabulary Connections* and *Word Explorer* programs
- Expansion of individual class libraries to include leveled libraries and adequate copies of all literature to drive the guided reading and shared paired reading components of Balanced Literacy.
- Focus on differentiated cross grade planning and program implementation aligned to rubrics.
- Expansion of instruction and writing using graphic organizers
- Focused weekly common planning time, monthly Professional Development Workshops and continuous analysis of data to drive and differentiate instruction.
- Academic intervention services for level 1 and level 2 and enrichment services for students aligned to Core Knowledge Strands with focus on skill development through content of Language Arts, Science, Social Studies and Fine Arts.
- In-depth development of ELA writing rubrics aligned to the standards.
- Expansion of the AIS intervention program to target students with one to one tutoring.
- Expansion of the instructional materials to support implementation of an integrated reading program, aligned to Core Knowledge within a literature circle framework
- Literacy model of literature circles with parallel instruction in ELL and SETSS classes.
- ELL students need instruction to develop social language, and then develop academic language.
- Academic intervention services for identified students who are not meeting State Standards. Skills and content development aligned to Core Knowledge Literacy Strands
- Intensive professional development in differentiation of instruction models to meet the needs of the entire student population providing equitable instruction for all.

Summary of Data Analysis New York State Math Findings – Grade 3, 4, 5, 6, 7, and 8

For the 2010 ELA tests New York State put forth a revised definition of scale score ranges associated with each performance level. Please refer to the following when reviewing the scale score data:

Level 1: Below Standard

Student performance does not demonstrate an understanding of mathematics knowledge and skills expected at this grade level

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of mathematics knowledge and skills expected at this grade level

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of mathematics knowledge and skills expected at this grade level

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics knowledge and skills expected at this grade level

Mathematic Scale Score Ranges Associated with Each Performance Level

Grade	Level 1	Level 2	Level 3	Level 4
3	470-660	661-683	684-706	707-770
4	485-635	636-675	676-706	707-800
5	495-639	640-673	674-701	702-780
6	500-639	640-673	674-698	699-780
7	500-638	639-669	670-693	694-800
8	480-638	639-672	673-701	702-775

Grade 3 NYS Math Assessment results:

Of 169 students tested, 21.30% received a level 4; 37.86% received a level 3; 33.13% received a level 2 and 7.69% received a level 1.

Analysis of data comparing the standardized results with the portfolio benchmark mastery targets, *Predictives* and *ITA's* does not indicate a clear mastery of students' skill development. The data culled did not provide a clearly delineated learning path in mathematics. As the individualized learning paths were reviewed it indicates that students continue to have difficulty with multi-step problem solving and gleaning appropriate data from graphs. A district correlation between students' reading ability and how a question is phrased is key to the students computing the correct answer. The mathematics program transitioned to *Harcourt Mathematics* supported by *Focus* math in all strands

Grade 4 NYS Math Assessment results:

Of 137 students tested, 25.54% received a level 4, 33.57% received a level 3; 37.22% received a level 2; and 3.64% received a level 1

Analysis of the data culled from student portfolios with monthly *Harcourt Mathematics* benchmark mastery indicators, *Predictives*, *ITA's*, unit tests, indicates that students have a literal understanding of basic math skills, yet fall short in the application in the framework of multi-step problems. The program will transition to the program *Harcourt* supplemented by *Focus* all strands to enhance multi-step problem solving and supports the differentiated model.

Grade 5 NYS Math Assessment results:

Of 141 students tested, 24.82% received a level 4; 47.51% received a level 3; 23.40% received a level 3; and 4.25% received a level 1.

Analysis of the data culled from student portfolios with monthly *Harcourt Mathematics* benchmark mastery indicators, Predictives, ITA's, unit tests, indicates that students have a literal understanding of basic math skills, yet fall short in the application in the framework of multi-step problems. To support a differentiated approach the programs *Harcourt* and *Focus* all strands impacts on multi-step problem solving and supports the differentiated model. To expand the student's mathematical comprehension the teachers use a literature/math component connection to hone mathematical analysis and critical and analytical thinking.

Grade 6 NYS Math Assessment results:

Of 130 students tested, 45.38% received a level 4; 35.38% received a level 3; 18.46% received a level 2 and 0.76% received a level 1.

Analysis of data culled from student portfolios targeting *Math A* benchmarks, all but 10% of the students attain mastery monthly. Perusal of the student's daily math journals reveals that while 87% have mastered basic math skills and application, interpretation of data from graphs multi-step problem solving remains a weakness. Reading comprehension, coupled with math vocabulary specifically focusing on reading for specific facts and details directly impacts on student out comes, aligned to multi-step problem solving falls below grade level. Students participate in lunch time intervention academies and private tutoring.

Grade 7 NYS Math Assessment results:

Of 108 students tested, 31.48% received a level 4; 48.14% received a level 3, 17.59% received a level 2 and 2.77% received a level 1

Analysis of data culled from the ELA, math, science and social studies portfolios indicated students mathematical instruction crosses all curriculum areas. This provides constant reinforcement to hone skills past mastery to application. The area of weakness identified as impacting on the standards based achievement again aligns with math vocabulary and ELA reading comprehension strength. Therefore, students are provided daily multi-faceted word problems to increase student's mathematical reading comprehension.

Grade 8 NYS Math Assessment results:

Of 95 students tested, 38.94% received a level 4; 41.05 received a level 3; 20.0% received a level 2 and 0% received a level 1.

Analysis of data culled from the ELA, math, science and social studies portfolios indicated students mathematical instruction crosses all curriculum areas. This provides constant reinforcement to hone skills past mastery to application. The area of weakness identified as impacting on the standards based achievement again aligns with ELA reading comprehension strength. Therefore, students are provided daily multi-faceted word problems to increase student's mathematical reading comprehension. Additional review of the data culled identified that for some of the male students they were not as competitive in attaining grade standards in math which was found to be aligned to their weaker ELA skills.

Implications for the Instructional Program:

- *Harcourt Math* grades K-2
- *Harcourt Math* grades 3-6
- Continuation and expansion of instructional strategies to include a contiguous mathematics design linking Literacy, Math and Economics for General Education ELL, SETSS and Academic Intervention Programs.
- Expansion of a school-wide Balanced Literacy math read-aloud, shared paired and guided reading component linking mathematics literature with specific skills development.
- Development of interactive math centers within all classrooms providing manipulatives, skills and problem solving activity challenges.

- *Focus Math* targeting all instruction strands through multi-step word problem solving
- Providing intervention program *Harcourt Math* as a homework supplement.
- Math libraries developed across grade targeting linking skills and concept development.
- Study Groups of best practices for accelerating mathematics achievement.
- Ongoing data analysis on achievement Levels of all students targeting basic knowledge, proficient knowledge level and advanced mastery targeting students' ability to connect knowledge in one area of mathematics with knowledge and abilities in other areas of mathematics, science and social studies.
- Individual learning paths supported by one to one tutoring and small group.
- Review of the Acuity Results Report data and comparison of previous year's data, student to student, identifies students need additional instructional time for constructed response. Students have difficulty in applying and connecting knowledge mathematically to real-world situations. The strand focuses on measurement, including application of measurement concepts, needs additional development. Data collection, visual exploration of data and ways to represent data are essential to effective data analysis. Students' data identifies student difficulty in drawing in-depth conclusions based on data culled.
- Intervention Academy for level 1 and level 2 students Tues.-Thursday from 3:00-4:30 PM.
- Saturday Academy for all students to achieve higher academic standards.

Needs Assessment Conclusions

An analysis of the findings from quantitative and qualitative data resulted in a determination of the following :

1. Student performance trends indicate the following:
 - a. Students are growing academically, making sequential sustained gains in math
 - b. Students are sustaining incremental gains in ELA according to NYS parameters
 - c. Use of self evaluating rubrics is improving students self monitoring instructional strengths and weaknesses.
 - d. Differentiating instruction has provided immediate interventions improving students' assimilation of standards based knowledge.
 - e. Differentiation within the classroom has directly impacted on improved student growth in reading, math, science and social studies for ELL and Special Education students.
 - f. Students' writing across the grades has improved with the inclusion of a grammar program.
 - g. Students are ahead of the curve in mathematics achievement in comparison to ELA.
2. The greatest accomplishments over the last few years have been:
 - a. Inclusion of ongoing data analysis to enhance the instructional best practices through identification of students' strengths and weaknesses.
 - b. Creation of half-size (20 students) Academy classes to impact on students identified as 6 months behind in their appropriate academic level.
 - c. Development of a Language Acquisition Program to support ELL students and those that fall outside of the parameters of the ESL Program mandates.
 - d. The ESL and Special Education students are attaining their goals and objectives and are more competitive in the instructional classroom.
 - e. Middle school has an Advanced Regents Program serving a third of each middle school grade.
 - f. Middle school has evolved over the last four years of returning to the school with students attaining sustained, sequential growth in the standards based on their designated learning path in all academic areas.
 - g. Development of gender classes in ELA/Math grades 7-8 based on differentiated learning styles.
 - h. Increased parental involvement in the lower grades K-5 which has directly impacted on student achievement.
 - i. To address the areas of social/emotional/academic achievement of students identified as at risk the inclusion of the Partnership for Children Initiative.

- j. Addition of two Out of School Time Programs South Asian Youth Association and Mercy First servicing grades K-5 and 6-8. Both programs provide family, academic, and recreational support.
- k. Maintaining a highly qualified staff that remains with the school to build the instructional framework.
- l. Development of a cohesive Learning Community Model
- m. Professional Development design of Instructional Rounds to identify a grade specific problem of practice, on-going inter-visitations and peer review of improved instructional trends.

3. The most significant aids to continued improvement include:

- a. Continued funding to support the Core Knowledge Program aligned to the NYC Scope and Sequences, the New York State Standards and Common Core NYS Standards
- b. Creative spending of the reduced budget to support instructional goals
- c. Continuation of the half-size Academy classes.
- d. Design of “Your Own Assessments” that align more closely to the spiraled learning curve of the academic Core Knowledge Program and grade appropriate grammar strands
- e. Continuation of all After-school Programs and Saturday Academy classes.
- f. Continuation of Parent Workshops with increased participation in all academic areas.
- g. Continued differentiated Professional Development through the evolution of Learning Communities and Instructional Rounds
- h. Support of the PTA which provides increased parent involvement initiatives.
- i. Flexibility to drive the students’ identified instructional needs within a realistic timeframe.
- j. Continued Professional Development for the Administrative Team from the CFN 531 PSO Network support and the Executive Leadership Institute.
- k. Extensive PD on Common Core Standards
- l. Middle school team teaching model in all major subject areas
- m. Expanded activities which include: fitness program; basketball; dance; drama; art; science club; jazz band and chorus
- n. RESO A Grant to increase the technology classroom support to include additional Smart-boards and laptops
- o. Learning Leaders Program for classroom support
- p. Partnership with Children Program to include school newspaper; Bereavement Group; Girls and Boys Rap group; Peer Mediation; and private student and parent counseling
- q. Trust for Public Land will upgrade the school yard with basketball courts, running track; playground and outside classroom.

4. The most significant barriers to the schools continued improvement include:

- a. No space for reduced class size in the early grades K-2.
- b. Additional budget cuts
- c. Over-crowding with classes at maximum contractual capacity in grades K-8.
- d. Budget reductions impacting on supplies and services to students.
- e. Instructional programs to support parents knowledge base

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, *Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.*

Goal 1: By June 2011, progress in literacy for all students inclusive of accelerated students, ESL and Special Education as indicated on the New York State ELA exam where an increase of one years' progress is demonstrated in grades 4-8 by 3% for level's 1 and 2.

Goal 2: By June 2011, 82.5% of the PS/MS 124 students in grades K-8 will show evidence of grade specific interdisciplinary vocabulary development as evidenced by consolidation of students' academic vocabulary through spiraled tiered individual activities as measured by benchmark assessments.

Goal 3: By June 2011, the math performance of all sub-group populations for grades 3-8 will show evidence of a 2% increase of the growth percentile rate applicable per grade.

Goal 4: By June 2011, engage 100% of the staff, grade specific, in identifying a grade specific problem of practice aligned to the Common Core NYS Standards, participation in instructional rounds improving teacher pedagogy and increase in student's academic achievement.

Goal 5: By June 2011, based on the gleaned from the Learning Environment Survey parental communication and engagement categories will increase by 1.5% as evidenced by the increased parental participation in academic workshops and indicated by a 1.0% increase in the 2010/2011 survey score.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy/ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, progress in literacy for all students inclusive of accelerated students, ESL and Special Education as indicated on the New York State ELA exam where an increase of one years' progress is demonstrated in grades 4-8 by 3% for level's 1 and 2.</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>Administrators, all teaching staff, instructional team and parents will work in tandem to provide ELA instruction and support through components of a Literature Circle framework aligned to the Core Knowledge K-8 content sequences in literacy, science, social studies and fine arts. In addition the content strands will be supported by differentiated, topic leveled literature for tiered learning. The aligned tiered assessments will measure students' academic growth linked to their differentiated learning paths and provide formative and summative feedback for setting new targeted benchmark goals every eight weeks in ELA, mathematics, science, social studies and fine arts.</p> <p><u>Actions/Strategies</u></p> <ol style="list-style-type: none"> 1. Reading Predictors/ELA and Rally grades 4-8 given the first week in September as a baseline. 2. ECLAS K-3 & EPAL grades 2&3 3. Predictives in ELA 4. ITA'S/ELA grades specific 5. Scantron learning paths to grade appropriate mastery of items skills for students identified in the lowest third of each grade 6. Renzulli Learning individualized to students differentiated learning needs 7. Study Island for spiraled intervention 8. Unit tests in literacy to attain mastery of item skills in fiction and informational texts inclusive of science and social studies through the Core Knowledge strands 9. Standard based grade appropriate rubric graded student reading contract portfolios aligned to the Young Scholars Program and Imagine It 10. Targeted individualized learning paths in grades K-2 through instruction with the Open

***Court* targeting the students in the lowest third**

11. Targeted individualized learning paths in grades 3, 4, and 5 through instruction with the *Imagine It* Series targeting the students in the lowest third.
12. Standard based rubric graded student writing portfolios targeting monthly genres and writing samples.
13. Student individualized learning paths from intervention to mastery targeting the *Focus Series* by Options to enhance the literacy item skills assimilation
14. Core Knowledge literacy strands, grade appropriate with a more in-depth focus on fiction and informational writing
15. Item skills and vocabulary content of the day “DO Now” Grades K-8, Inquiry Team instructional school-wide implementation
16. Differentiated learning paths for students After-school and Saturday Academy
17. Small group tutoring three times a week for identified students for immediate intervention.
18. To utilize multi-faceted differentiated models aligned to the special education students’ who are identified in the lowest third targeting their goals and objectives to effectuate an average change in their ELA proficiency. (Instruction provided by Literacy Team and teacher mentors.)
19. To utilize a small group intervention model for black students identified in the lowest third to effectuate an average change in proficiency. Instruction provided by Literacy Team and teacher mentors.
20. To utilize a small group intervention model for Hispanic students identified in the lowest third through individualized learning paths to effectuate an average competitive change in their ELA proficiency Instruction provided by Literacy Team and teacher mentors.
21. Grammar initiative grades K-8 through *English* by Harcourt
22. Differentiated writing rubrics (grade appropriate) sequentially developed to include ten published writing samples. Evaluation based on NYS ELA writing standards, supported by teacher conferencing, student writing rubric self evaluation and peer evaluation.
23. Inquiry Teams grades 3-8 focus ELA, lowest third composed of all subgroup populations that fall within the designation of not having made a year’s growth. Teams focus on item’s skills development, grammar and the writing process differentiating the learning paths linked to all content areas inclusive of literacy, mathematics, science, social studies and the arts.
24. Language Acquisition Academy for ESL and students that come from English speaking countries that do not qualify for ESL services to increase ELA and writing strategies.
25. Materials for Academy students to include SRA Individualized Learning Paths inclusive of fiction and non-fiction. *Let’s Read. Best Practices, Reading in the Content Areas, Ladders to Reading, ELA Coach, Focus, by Options..*
26. Purpose Driven Assessment Models inclusive of Performance-based, Goal-Referenced and Norm Referenced. Assessments enhanced through Project-Based Learning.
27. Design Your Own Core Knowledge Assessments, grade specific
28. Implementation, evaluation, and appropriate follow through with professional development in the area of ELA aligned to Core Knowledge and contiguously linked to

science, social studies and fine arts.

29. Integrated curriculum ELA instructional streams and use of additional support staff for small group differentiated instruction in all curriculum areas.
30. Flexible scheduling of funds inclusive of Contract for Excellence for After-school Academy Classes Tuesday-Thursday and Saturday, October to June.
31. Title 1 and Tax Levy Fair students funding to impact on differentiated student and teachers instructional needs though increased professional development.
32. The Principal and Assistant Principal's will conduct a weekly instructional review of the student's progress and align with the results of the *Predictives*, *ITA's*, monthly writing samples and unit tests.
33. Instructional teams working through Instructional Rounds will meet weekly to revise instructional learning paths, identify weekly Core Knowledge content specific goals and objectives and align the implementation of differentiated learning paths with varied leveled resources.
34. Implementation of the Core Knowledge literacy sequence, grade specific, aligned within the Literacy Circle framework inclusive of literature, Core Saying/Phrases, science, social studies and fine art.
35. Students' individualized learning paths aligned to tiered learning as determined by analysis of periodic assessments, unit tests and project based learning.
36. Extension of the comparative writing program to infuse a grammar component *English*
37. Weekly response to literature essays
38. Shared *Inquiry Projects* in science and social studies
39. *Understanding by Design* project based research/ three per year.
40. Language Acquisition Academy for ELL learners 3/45 minute period per week
41. ELA Enrichment /ESL or Intervention Academy After-school and Saturday Academy

Administrators

Assessments/Diagnostic Tools

- Teacher and program generates monthly assessments in all curriculum areas.
- Acuity/ELA and Math Predictives, ITA's and DYO's (Core Knowledge)
- Project based learning assignments/Delta/Foss Science/ Core Knowledge Themes
- Core knowledge monthly assessments supplemented by McGraw Hill *Social Studies*
- *Focus Assessments*
- NYS ELA Standardized Assessment.
- *Lab R* screening for ELL students
- NYSESLAT for ELL students

Target Population

The target population are all students inclusive of Special Education and ESL

<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>	<ul style="list-style-type: none"> • Conceptual Consolidation of Funding Sources: Tax Levy FSF, Title 1, Contract 4 Excellence, Title III, NYSTL • Tax Levy money will provide for Language Acquisition PD support teacher and materials. • Title 1 will provide for the reading/math Instructional Team intervention pull out model. • Title III will provide for ESL library materials • Contract 4 Excellence will provide Academy after-school classes for level1 and level2 students and identified students having not made a year's progress. • Contract 4 Excellence will support one to one prep tutoring. • Administrators, all teaching staff, instructional reading team and parents will work in tandem to provide ELA instruction and support through components of a Balanced Literacy and Literature Circle framework aligned to the Core Knowledge 4-8 content sequences in literacy, science, social studies and fine arts. In addition the content strands will be supported by differentiated topic leveled literature for tiered learning. The aligned tiered assessments will measure students' academic growth to their differentiated learning paths and provide a formative and summative feedback for setting new targeted benchmark goals every eight weeks.
<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"> • Improvement on the Predictive Assessments by 25% in ELA items skills • Improvement on monthly unit tests by attaining an 85% or better • Project based ELA assignments 82.8 % of students attaining a level 3 or 4 based on rubric • Improvement on ELA standardized test with an additional 5% of the students attaining growth proficiency targets.

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): ELA/Vocabulary

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 82.5% of the PS/MS 124 students in grades K-8 will show evidence of grade specific interdisciplinary vocabulary development as evidenced by consolidation of students’ academic vocabulary through spiraled tiered individual activities and benchmark assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Administrators, all teaching staff, instructional team and parents will work in tandem to provide enriched vocabulary development and instruction supporting the Core Knowledge subject and grade specific strands. In addition the vocabulary content strands will be supported by differentiated, topic leveled literature for tiered learning. The aligned tiered assessments will measure students’ vocabulary growth aligned to their differentiated learning paths and provide formative and summative feedback for setting new targeted benchmark goals every eight weeks.</p> <ol style="list-style-type: none"> 1. Weekly instruction targeting conventions of spelling in written compositions 2. Use of a dictionary, contractions, compounds, Greek and Latin roots, suffixes, prefixes and syllable constructions 3. Instruction in phonetic and structural analysis techniques, syntactic structure and semantic context impacting on decoding 4. Instruction in appropriate vocabulary to include synonyms, antonyms, homophones and multi-meaning words 5. Instruction in speaking skills to include vocabulary that reflects appropriate tone and presents information expressing ideas in a logical manner (idioms, similes and word play) 6. Weekly Core Knowledge vocabulary Olympics 7. <i>Word Explorer</i> design to include weekly instruction in vocabulary skills, content vocabulary ladder and identification of just right words. 8. Learning center activities incorporating reading, writing and listening vocabulary from all Core Knowledge content areas.

	<p>9. Inquiry Teams focus on vocabulary development of tiered instructional content activities.</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>	<ul style="list-style-type: none"> • Instruction will be provided by classroom teachers, all cluster teachers and the reading, science and math specialists. The instruction provided will incorporate a whole class and small group design which is scheduled daily for 45 minutes. Utilizing comprehensive data analysis linked to student's individualized learning paths and goals in ELA, mathematics, science, social studies and fine arts that are measurable and sustainable, assessed by 6 week incremental benchmark targets. • Conceptual Consolidation Funding Sources: Tax Levy FSF, Title 1, Contract 4 Excellence, Title III, NYSTL • Tax Levy money will provide for Language Acquisition teacher and materials. • Title 1 will provide for the reading Instructional team intervention push in/pull out model. • Title 11A will provide support for all instructional staff • Title III will provide for ESL library materials • Contract 4 Excellence will provide Academy after-school classes for all students and identified students having not made a year's progress. • Contract 4 Excellence will support one to one prep tutoring.
<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"> • Development of Individualized Personal Prescriptive Path • Vocabulary tests/weekly • Monthly topic specific essays rubric assessed improved level 3 and 4 writing by 89%

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Math/Grades3-8

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the math performance of all sub-group populations for grades 3-8 will show evidence of a 2% increase of the growth percentile rate applicable per grade.</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>The math design for grades K-8 includes higher order skills development to include mathematical inquiry, thinking, reasoning, in-depth problem solving and an ELA/math literacy connection. The math program is interdisciplinary and is infused specifically within the content areas of science and social studies. The program is supported by small group push in and pull out intervention model.</p> <p>Instruction will be provided by classroom teachers, all cluster teachers and the reading, science and math specialists. The instruction provided will incorporate a whole class and small group design which is scheduled daily for 60 minutes. Instruction is supplemented with an after-school program Tuesday-Thursday and a Saturday Academy. Utilizing comprehensive data analysis linked to student's individualized learning paths and goals in mathematics that are measurable and sustainable, assessed by 4 week incremental benchmark targets.</p> <ol style="list-style-type: none"> 1. Implementation of instructional programs aligned to CORE Knowledge and the ELA Math/Literacy Connection 2. Gr. 6-8: <i>Impact Math (Gr. 6,7), Math A, and Integrated Algebra (Gr. 8) Harcourt Math 6-8</i> 3. Grades. K-5: <i>Harcourt Math</i> 4. Grades 3-8: <i>Kaplan Advantage Program</i> - skills and strategies development 5. <i>Focus Math</i>, grade specific standards strands based benchmark activities 6. Implementation, evaluation, assessment and appropriate follow through with professional development in the area of math, utilizing the CORE Knowledge/Math Literacy framework, and contiguously linked with related content areas of science and social studies. 7. Provision of appropriate instructional materials, (i.e.) CORE Knowledge classroom leveled

	<p>and differentiated math libraries, <i>SRA Math</i> instructional kits, POD journals, and technology</p> <ol style="list-style-type: none"> 8. Programmed math instructional blocks, and use of additional support staff for small group differentiated instruction to reduce teacher to student ratio for Grades K-8. 9. Purpose Driven Assessment Model inclusive of Performance Based, Goal-Referenced, and Norm-Referenced. 10. Use of support staff for pull out program in math, targeting Grades K-8. 11. Provision of AIS to include Extended day - Grades K-8, AIS academies - Gr. 2-8 (Tues, Weds. Thurs.), Saturday Academy - Grades K-8. 12. Utilize appropriate Galaxy funding sources (Title I, PD, Tax Levy, Consolidation Funding), in compliance with DOE regulations for staffing, scheduling, purchase of instructional materials/kits/programs, and PD. 13. Principal and AP's will meet daily to review specific grade issues and concerns, data, weekly instructional targets, the focus for the day, documentation matters, and development of differentiated P.D. 14. Instructional teams will meet weekly to review instructional needs, identify weekly CORE Knowledge goals and objectives in Math, review data binders, discuss effective planning and implementation of differentiated math instruction inclusive of science and social studies 15. School support services aligned with student/teacher/admin instructional concerns and issues as noted via PPT meetings, compliance issues, student attendance/lateness and related student accommodations (504). 16. The Parent Coordinator working in tandem with the Family Assistant will continue to provide parent Math/Science Workshops, with support from school staff and CBO's. 17. School culture supports active student/parent involvement through multi-faceted interactive Theme Mathematic Nights
<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>	<ul style="list-style-type: none"> • Conceptual Consolidation of Funding Sources: Tax Levy FSF, Title 1, Contract 4 Excellence, Title III, NYSTL • Tax Levy money will provide for Language Acquisition teacher and materials. • Title 1 will provide for the reading Instructional Team intervention pull out model. • Title III will provide for ESL library materials • Contract 4 Excellence will provide Academy after-school classes for level1 and level2 students and identified students having not made a year's progress. • Contract 4 Excellence will support one to one prep tutoring.

Indicators of Interim Progress and/or Accomplishment

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

- Improvement on the Predictive Assessments and ITA's by 25% in math items skills
- Improvement on monthly unit tests by attaining an 85% or better
- Project based math assignments with 88 % of students attaining a level 3 or 4 based on monthly pacing calendar.
- Improvement on NYS math standardized exam with an additional 3% of the students attaining growth proficiency targets.

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): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, engage 100% of the staff, grade specific, in identifying a grade specific problem of practice aligned to the Common Core NYS Standards, participation in instructional rounds improving teacher pedagogy and increases student’s academic achievement.</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>The teaching and learning improvement model through Core Knowledge will be the implementation of the Instructional Rounds. Summer book study: <i>Instructional Rounds in Education</i>. The initiative commenced in September and evolves over the school year. Meetings will be held bi-monthly and instructional rounds will be held bi-monthly. The format will include:</p> <ul style="list-style-type: none"> • Define the Instructional Core • Identify the Theories of Action • Identification of the problem of practice • The art of observation • Debriefing • Redefining instructional targets to improve practice. • Weekly professional development targeting the Common Core Standards with the goal to integrate and align with all Core Knowledge strands • Peer Review • Teaching Matters PD to improve the writing process • Common Core NYS Standards phase 1 PD focusing on curriculum and pedagogy
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Conceptual Consolidation of Funding Sources: Tax Levy FSF, Title 1, Contract 4 Excellence, Title III, NYSTL • Tax Levy money will provide for Language Acquisition teacher and materials. • Title 1 will provide for the reading Instructional Team intervention pull out model. • Title III will provide for ESL library materials • Contract 4 Excellence will provide Academy after-school classes for level1 and level2 students and identified students having not made a year’s progress.

<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"> • Weekly grade meetings to assess progress during the common prep • Four times a year instructional improvement plan based on the differentiated grade specific problem of practice. • Informal and formal observations to chart improved teaching • Students monthly portfolio ELA, writing and math and incremental improvement gain of 3 %. • Peer Review observations and responses impacting improved instructional designs

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, based on the gleaned from the Learning Environment Survey parental communication and engagement categories will increase by 1.5% as evidenced by the increased parental participation in academic workshops and indicated by a 1.0% increase in the 2010/2011 survey score.</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>Administrators, all teaching staff, Core Facilitator, Instructional Team and the Parent Coordinator will work in tandem to provide the following:</p> <p>Action Plan/Strategies</p> <ul style="list-style-type: none"> • Parent workshops on Core Knowledge strands in literacy, science, social studies and fine arts, grade specific. • Workshops monthly focusing on test taking strategies • <i>Partnership with Children</i> Initiative providing student/parent counseling, individual student counseling, student gender specific rap groups, parent/student groups therapy, development of school newspaper and peer mediation group. • PTA in accordance with the Chancellor’s Reg. A660 to extend the involvement of all parents. This is accomplished through Theme Nights and the PTA Parent/Student of the Month Award. • Parent Coordinator implements a program which includes Parent Workshops targeting all academic areas, EPIC-Every Person Influences Skills Program. The PC also conducts parent/student rap groups with the middle school. • Guidance Team provides support with the Middle School Blueprint and extends to the High School Selection Process. • Partnership with Children parent/student career skills development. • Monthly implementation of parent workshop feedback to provide support in academic areas noted important by parents

	<ul style="list-style-type: none"> • Bi-monthly review of topics, attendance at workshops • Mercy First, OST Program which provides outside counseling and family support. <p>Timeline will run from September –June with weekly meeting during the school day and Saturdays commencing in October.</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>	<ul style="list-style-type: none"> • Core Knowledge Facilitator/Workshop Coordinator • Conceptual Consolidation of funding sources • Funding Sources: Title 1- 1% Parent Involvement • Tax Levy FSF (Additional money will provide for parent/teacher PD with the Brooklyn Museum and Saturday Workshops)
<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"> • Increased attendance at meeting by 5% monthly • Monthly implementation of parent workshop feedback to provide support in academic areas noted important by parents • Bi-monthly review of topics, attendance at workshops • Improved by 86% the Core Knowledge parent/student activity project link.

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	62	53	N/A	N/A	1	0	2	2
1	41	30	N/A	N/A	3	0	1	0
2	78	67	N/A	N/A	8	0	4	0
3	74	69	N/A	N/A	4	0	10	0
4	82	68	0	0	6	0	9	0
5	55	52	5	0	3	0	2	0
6	70	42	3	4	4	0	2	0
7	32	26	0	0	9	0	5	0
8	51	39	0	0	7	0	3	0
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>At risk services are provided to all students in all sub-group populations in the following approaches:</p> <ul style="list-style-type: none"> • All identified students participate in Extended Day. Instruction provided on their individualized learning path in ELA, math, with an inter-disciplinary approach linking science and social studies. • <i>Leap Frog</i> (including ELL and SETSS) based on individual learning path design • Tiered differentiated instruction based on monthly assessments in ELA and math. Services provided 3 times weekly for identified students. Small group and one period one to one tutoring. • Students in grades K-3 inclusive of Special Education and ELL students identified through ECLAS Assessment administered in September who do not attain grade appropriate benchmarks receive daily 30-minute classes. <ul style="list-style-type: none"> ➤ Small Group Instruction ➤ <i>Study Island</i> ➤ Pull out design ➤ 30 Week Cycle ➤ Periodic benchmarks administered to include <i>Foundations</i> and <i>Open Court</i> Intervention Tests to reassess tier placement • Students identified as Level 1 or low Level 2 including ELL/SETSS are provided with ELA AIS Services Grades 3-8 <ul style="list-style-type: none"> ➤ Balanced Literacy Design aligned to Core Knowledge literacy strands ➤ <i>Study Island</i> ➤ <i>Renzulli</i> ➤ Pull Out/Push In Design ➤ Small Group Instruction ➤ (3) 45 minute periods per week ➤ Prep Tutoring one to one two days per week <p>All level 1, level 2, low level 3 attend Extended Day and AIS After School Academy Classes. Programs include: <i>Let's Read, Best Practices in Reading; ELA Measurement; SRA Literature and Science Self Learning Path</i></p>

<p>Mathematics:</p>	<p>Students identified as Level 1 or low Level 2 including ELL/SETSS are provided with ELA AIS Services Grades K- *8</p> <ul style="list-style-type: none"> ➤ Math/Literacy Connection Focus ➤ <i>Study Island</i> ➤ <i>Renzulli</i> ➤ Skills and Conceptual Knowledge Development ➤ Pull Out/Push In Design 5 days per week for 45 minutes ➤ Tiered differentiated instruction based on monthly assessments in and math. Services provided 3 times weekly for identified students. Small group and one period one to one tutoring. ➤ Small Group Instruction ➤ (3) 45 minute periods per week ➤ Prep Tutoring one to one two days per week <p>All level 1, level 2, low level 3 attend Extended Day and AIS After School Academy Classes. Programs include: <i>Jumpstart, Math Advantage, Best Practices in Math; Math Measurement.</i></p>
<p>Science:</p>	<p>Students identified as not attaining the SDL on the Science NYSESPET Test including ELL/SETSS</p> <ul style="list-style-type: none"> ➤ Skills and Conceptual Science Knowledge Development/Foss Science Hands on Inquiry ➤ Pull Out/Push In Design for 2 additional periods of science weekly focusing on hands on inquiry ➤ Small Group Instruction Extended Day ➤ (2) 45 minute periods per week <p>SRA Science Exploration follows individual learning path</p>
<p>Social Studies:</p>	<p>Students identified as not attaining the performance standards as evidenced by class work and unit test:</p> <ul style="list-style-type: none"> ➤ Skills and Conceptual Social Studies Knowledge Development ➤ Pull Out/Push In Design twice a week in addition to daily instruction ➤ Small Group Instruction in Extended Day ➤ (2) 45 minute periods per week through one to one tutoring ➤ Differentiated instructional model infused within the Core Knowledge Social Studies Strands
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance Counselor Intervention – Non mandated</p> <ul style="list-style-type: none"> ➤ Group and Individual counseling ➤ Needs Based ➤ Students not Meeting Promotional/Performance Standards ➤ Students Experiencing Behavioral/Emotional/Family Issues Negatively Impacting on Learning. <p>Referrals to Supportive Agencies <i>Partnership with Children</i> to support the student/parent counseling needs</p>

At-risk Services Provided by the School Psychologist:	The psychologist works with students on a revolving basis when a need is identified. The psychologist provides academic and social emotional support for parents and students who are going through the A501 Promotion in Doubt Process. The social worker also provides translation services and group counseling for parents from different cultures.
At-risk Services Provided by the Social Worker:	The social workers works with students on a revolving basis when a need is identified. The social worker provides academic and social emotional support for parents and students who are going through the A501 Promotion in Doubt Process. The social workers also provides translation services and group counseling for parents from different cultures Partnership with Children provides Peer Mediation Classes, Sensitivity Training; Career Planning and a Newspaper
At-risk Health-related Services:	The nurse provides Asthma classes 5 times a year to students with the condition. Daily the nurse provides at risk intervention services for students with chronic conditions providing both health support and social/emotional support for all sub-group populations.

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

NCLB/SED requirement for all schools

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

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

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

- √ There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding). Note: **The program design will be supported by another funding source since the school received no Title III funding for the 2010/2011 school year.**
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be Served: 30 LEP 15 Non-LEP

Number of Teachers 1 Other Staff (Specify) Literacy Coach

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.

The program design that expands the LEP program revolves around the Core Knowledge instructional sequences, grade appropriate. All of the students are grouped according to instructional need, first in ELA and then math. All 30 LEP and 18 non-LEP students in grades K-8 are served by various program designs which include *Leaptrack*, *Foundations*, *Words Their Way* and *the Wilson Program*, which are all conducted in English. The grouping is flexible and provides for movement as benchmark targets are attained. The students are seen in groups of five and participate daily for 30 minutes in their individualized learning paths in language acquisition. There is an After –School Academy which runs Tues.-Thurs from 3:00 to 4:30 providing instruction in reading, writing and math. The Title III funding allocated is \$4200. which is supplemented by Contract 4 Excellence funding. There is also a Saturday Academy from 9:00-12:00 to provide for ELA support through instruction aligned to the specific grades instructional targets for the following week. This is funded through Tax Levy Fair student funding. The one to one tutoring uses *Leap-track* and the Title III funding allocated is \$4,800. The programs are integrated with the Core Knowledge strands which provides students with a foundation of prior knowledge to support new skill development linked to content. In addition, students are provided with one to one tutoring for one period a week during the lunch and learn model. The instructional focus is intervention in ELA and the writing process.

The programs are conducted by staff that hold certifications in their area of concentration including Common Branch, Reading and certification in English to Speakers of other Languages/ESL.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development evolves monthly and the ESL teacher participates in weekly grade instructional planning sessions, study groups aligned to Instructional Rounds, and faculty conferences. The ESL teacher and support staff are trained in teaching strategies across the Core Knowledge strands with specific focus on modification of instruction. In addition the ESL teacher is assigned inter-visitations to classes the ESL student is in to hone the instructional approaches utilized to provide continuity of instruction for the students. Extensive training in the instructional Literature Circle Design and the *Harcourt Math Program* has been provided throughout the years. All professional development is structured around the differentiated approaches needed to address the learning styles of all students. The ESL teacher and the staff confer on strategies to support the ELL student. In addition the teachers collaborate to analyze, plan and assess programs to support the instructional needs of the students aligned to the Core Knowledge Program. The Professional Development provided includes monthly workshops on the following:

- Core Knowledge Sequences conducted on Common Preps, grade specific twice a month, the second and fourth week.
- *Leap-track Program*: Data analysis and learning path overview is reviewed the last Thursday of every month.
- *Study Island* and *Renzulli*
- *Words Your Way/ESL*:

- Wilson and the *Foundations* Program: All teachers assigned to ESL students are trained in these programs

The Parent and Community Participation Activity

The Parent Coordinator and the ELL teacher are active in prooting workshops to support the ELL parents. Workshops are offered during the school day and evenings to support the parents in understanding the school’s instructional Core Knowledge Program.

The Parent involvement activities revolve around the Theme Night design. Every third Thursday of each month the school conducts a Theme Night which aligns to the literacy initiative of the month. The focus targets all of the literary item skills (i.e. main idea, predictions ,sequencing etc.) The parents and students who attend are provided with activities and a book in their native language to increase parental involvement through reading and reinforce the theme of the month.

Section III. Title III Budget

School: PS/MS 124- Osmond A. Church BEDS CODE: 342700010124

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$4191. (\$4190.48) \$4810 (\$4809.42)	Funding for 100 hours for the AIS/ESL Academy (TWTH) <ul style="list-style-type: none"> • 1 teacher/ 56 sessions/1:30 minutes@49.89=\$4190.48 Funding for the one-to one tutoring program 1 teacher/ 126 sessions/45minutes@ \$38.17=\$4809.42
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4500	Library Collection: <u>Knowledge Industries</u> Dual Language Classroom Libraries in Spanish Grades K-7, Urdu, Arabic and Hindi.
Educational Software (Object Code 199)		
Travel		
Other/ Parental Involvement	\$1499.	Literature in student/parent native language and English Give away book for theme night. Knowledge Industries-Spanish, Urdu, Arabic, Hindi and Haitian - Creole.

TOTAL	\$15,000	
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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 pupil personnel secretary provides a running list of the information on the Home Language Surveys of the students that are new admits to the school. The data is entered into ATS and the classroom teachers are notified. In addition the school staff utilizes ARIS to ascertain a students' ethnic background and reviews the home language survey to ascertain the language needed to communicate to the parents. The Administrators, Instructional Team and Parent Coordinator identify the parents/guardians and students who need translation support in Spanish, Urdu, Punjabi, Haitian-Creole and Arabic. To support the families and students communication are translated. In addition we have on staff members who speak the represented languages and serve as in house translators. Additionally we have a monitor team of student translators who are assigned to assist their peers. Continued support in translations is gleaned from the Department of Education Translation and Interpretation Unit insuring that all parents/guardians are kept informed. Our ESL Coordinator meets with parents of new students in order to help them fully understand the programs available to the children.

- 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.**

At this time, there are 1220 students registered of which 30 are ELL's. The identified needs of the students are culled by the staff through ARIS and also conferencing with the ESL teacher. The majority of our parents/guardians speak English and there is a minimal need for translation services. School notices are translated into other languages when necessary by staff members who are fluent in our identified languages of Spanish, Arabic, Urdu, Haitian -Creole, Hindi and Punjabi. There is an identified need to have the written translation provided in a timely fashion. When needed, a parent volunteer, staff member or upper grade students who are members of the Translation Club are asked to translate for a non-English speaking parent. During parent/teacher conferences translators are available to support the need for translation as it arises. Parent volunteers support the process. The needs of the school are reported and discussed at monthly PTA meetings as well as at our School Leadership Team 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 Administrators, Instructional Team and Parent Coordinator identify the parents/guardians and students who need translation support in Spanish, Urdu, Punjabi, Haitian-Creole and Arabic. To support the families and students communications are translated into their native language accompanied by the English. In addition we have on staff members who speak the represented languages and serve as in house translators, and parent volunteers who can write in the languages providing support. Continued support in translations is gleaned from the Department of Education Translation and Interpretation Unit insuring that all parents/guardians are kept informed. In addition when needed outside translators are hired to support in-house initiatives.

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

The Administrators, Instructional Team, teacher, guidance team, parent coordinator and auxiliary staff support the families and students communication needs through having translation teams available throughout the day to assist any parent/guardian that needs the service. We have on staff members who speak the represented languages and serve as in house translators. Additionally we have a monitor team of student translators who are assigned to assist the parents/guardians and students. Continued support in translations is gleaned from the Department of Education Translation and Interpretation Unit insuring that all parents/guardians are kept informed. Our ESL Coordinator meets with parents of new students in order to help them fully understand the programs available to the children.

The Department of Education will also provide translated documents in any of the eight most common primary languages other than English. In some cases where teachers need to send home a notice to a parent, a member of the school staff (such as the ESL teacher) may be asked to translate it. The school will also conduct outreach to community churches in order to find people willing to help with translation or interpretation needs. We will also use funds from the stipend provided to pay for outside translation services if needed.

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

Upon registration of new students the secretary provides a notice to the administration, teacher and support staff of the language needs of the family and new admit. Language information is noted on the Emergency Blue--card. If the school cannot provide translation services we will provide the parents with out-reach resources to receive free interpretation or interpretation support. The school will provide to parents whose primary language is one other than English a translation of documents that contain information about their child such as health, safety, legal or disciplinary matters, or permission slips. The school will also provide to parents, through the Translation and Interpretation Unit of the Department of Education, translated documents regarding their child's education such as registration, standards, conduct and discipline, special education and related services, and transfers and discharges. We will also use the stipend provided to pay for translation and interpretation services that are needed but not provided because the home language is not one of the eight most common primary languages other than English as determined by the Department of Education.

- a. The school provides parents with a translated Bill of Parents Rights and Responsibilities in their language
- b. Translated signs are posted in the school entrance and main office
- c. Translated notices are provided
- d. All forms are provided to parents in their language when possible.
- e. Translators are on staff or are hired to facilitate meetings
- f. Translations are also done by parent volunteers to expedite timely communication

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:	\$776,968	\$35,208	\$812,176
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,769.	\$353.	\$8,122
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$38,848	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$77,696	*	

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.

Parent Involvement Policy **20010/2011**

Overview

PS/MS 124 receives funds under Title I to implement supplemental instructional programs for its students. Outlined in this document are the policies and procedures for the committee that monitors all parental involvement activities. At the school level, the Administrative Team, Parent Coordinator, PTA and Title I Parent Compact Committee facilitate parental involvement activities collaboratively. Throughout this document, the term “parent” is defined as any and all primary caregivers (and is intended to have the broadest possible meaning), including parents, guardians and other persons having “parental responsibilities” to a child currently attending a school within this district.

Consultation

Consultation is defined in the PS/MS 124 program to include providing a comprehensive range of opportunities for parents to become informed, in a timely way, about how the program will be designed, operated and evaluated; and allowing opportunities for parental participation so parents and educators can work together to realize the program’s objectives. After consultation with and review by parents, the committee developed this policy to insure parents are involved in the planning, design and implementation of programs, and will provide support for parental involvement activities as parents request.

The following procedures have been implemented to insure ongoing opportunities for consultation:

- Our Title I school has established a Parent Advisory Council (PAC). In Title I schools, at least 51% of the membership is composed of parents of Title I students.
- The membership includes a minimum of two (3) parent representatives from the school's PAC
- PAC s are held monthly to:
 - inform parents of their rights and responsibilities pursuant to Title I guidelines and regulations;
 - provide parents with written descriptions of program activities for their review, discussion and recommendations;
 - disseminate information, and obtain parental input, regarding program goals, objectives, procedures for selecting and assessing the participating schools and students, and the development, implementation and evaluation of educational strategies
 - provide monthly progress reports on program activities;
 - discussion of recommendations for programmatic change.

Monthly school PAC meetings are coordinated and scheduled by the Parent Coordinator and the PAC Chairperson.

Annual Meetings

Each school year, an annual “Meet The Teacher Night and PTA Meeting” must be held in all schools by October 31. The Parent Coordinator assists the PAC chair in scheduling this event. Parents will be provided with information regarding opportunities for involvement in the development of policies, programs, activities and procedures for ongoing parental involvement. Funded program personnel, which include Reading, Math, Early Childhood and/or Bilingual teachers, will provide parents with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the school year.

Parental Involvement Activities

In consultation with parents, the following activities will be supported during the school year:

- Monthly PAC meetings, each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change.
- Participation in school activities and school-based announcements to keep parents informed of school events; these include PA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities;
- School visits by parents to view school-based programs and activities. A workshop will be conducted for interested parents and a schedule developed for parent visits.

In addition, parental involvement is an integral component of the following programs:

Visitations

It is the school policy that all parents are strongly encouraged to attend parent-teacher conferences and to participate in parent workshops scheduled at the school.

Shared Responsibility for High Student Achievement

As a component of school-level policy regarding parental involvement, each Title I school will develop, with parents, a Home-School Compact that outlines the manner in which school staff, parents and students will jointly share responsibility for improved student performance. The compact will:

- Describe the school’s responsibility for providing the high scientifically researched Core Knowledge Curriculum, aligned to NYS Standards and the New York City Scope and Sequences, and the ways in which parents will be responsible for supporting the learning of their children.
- Address the importance of communication between parents and teachers through, at a minimum, regularly scheduled parent-teacher conferences, frequent school reports on the progress being made by children, and reasonable access of parents to school staff;
- Provide opportunities for parents to assist in school activities as volunteers, and observe and participate in their children’s activities.

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.

PS/MS 124 School Parent Compact
2010/2011

PS/MS 124, is an educational community where staff and parents collaborate to create an educational institution with an understanding and acceptance of diversity, fostering individuality, creativity and on-going collaboration between school and home. To this end a partnership is formed between the school and parents/guardians to involve parents/guardians in all aspects of their child's education.

Implementation of the aforementioned states the following:

P.S./M.S. 124 agrees to:

- **Consultation Forum**
 - Meetings monthly with the PTA Executive Board.
 - Bi-monthly meetings with the School Leadership Team.
 - Presentations at monthly PTA meetings by the Principal and Assistant Principal to inform parents of school initiatives, programs available, parental rights and responsibilities pursuant to Title 1 and No-Child Left Behind mandates.
 - Parent needs assessments to cull on-going feedback on concerns.
 - Annual "Meet the Teacher Night" conducted the first week of school. Parents/guardians receive an overview of the Core Knowledge Instructional Program and a book *What Every ___ Needs to Know* (grade appropriate). Presentations are made by funded program personnel, including the Title 1 Reading and Math Teachers, Title I AIS Teachers, ELL and SETSS Teacher.
 - Rotation of meeting times to afford all parents/guardians the time to attend.
 - Workshops on data analysis and Acuity
 - Workshops on the data culled from the Quality Review and Progress Report
 - Extended Parental involvement activities include monthly PTA meetings, monthly Core Knowledge Workshops, the Learning Leaders Program, and Parent Reading and Math Instructional Workshop.
 - Open School week in November and March provides parents with the opportunity to visit the school community observing their child's class and meeting with the teachers to glean information on their child's instructional strengths and weaknesses.
 - Provide parents with timely information about all programs.
 - Provide performance profiles and individual student assessments results for each child and support in analyzing data.
 - On-going communication and feedback to parents through report cards progress reports and phone calls.
 - P.S./M.S. 124 staff will be positive role models for all students.
 - Implementation of a homework helper program that is developmentally appropriate targeting literacy, writing and math.

The Parent/Guardian agrees to the following:

- Involvement in developing, implementing, evaluating and revising the school/parent-involvement policy.
- Attendance at PTA Meetings, School Leadership Meetings, Parent Instructional and Parenting Workshops.
- To assure child attends school and arrives on time.

- To assure student has notebooks and tools.
- To actively assist and supervise their child with homework.
- To read and discuss a piece of literature with your child daily for 20 minutes.
- To do real world math.
- To share in the responsibility for students' behavior.
- To sign homework nightly.
- To provide needs assessment feedback indicating the types of training or assistance they need.
- To link with the parent coordinator to glean information on school activities, workshops and outside supportive services.

Note:

PS/MS 124 Q agrees to implement the following statutory requirements:

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

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.
 - 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.
Refer to Pages 11-24
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The instructional programs at PS/MS 124 are directly linked to the Core Knowledge Sequences and Department of Education Core Curriculum which is a scientifically researched school reform model. The curriculum sequences provide a seamless, instructional program providing an equitable education for the entire student population, including ESL and Special Education. The Core Knowledge Model is based on sequential learning, beginning in K – Grade 8. It is academically focused for all students, providing standards based content. The program includes components, which when implemented provide a collaborative foundation of a core of knowledge.

Use effective methods and instructional strategies that are based on scientifically-based research that: Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunity to help provide an enriched and accelerated curriculum. Meet the educational needs of historically underserved populations.

The Core Knowledge Model and the sequences are based on priorities for effective school reform, which is based on scientific research. Coupled with ongoing data analysis and revision of teaching practices student achievement linked to content knowledge increases over time. The Core Knowledge Model which is the instructional blueprint targets the following:

- Curriculum With Sequence – one that integrates core/content academic knowledge which is thematic to promote learning through patterns, connections and prior knowledge; links core sequences with challenging content aligned to ground skill instruction; offers a clear emphasis on relevant learning experiences to connect learning to life; uses a variety of assessments tied closely to instruction to measure the many ways in which children learn; impacts on literacy, broadly defined to include not only reading, writing, speaking, and listening, but mathematics, geography, American and World History, Science and Fine Arts as part of each day's learning, provides students with a supportive technology component, computers, integrating content taught through Web Quests providing students with rich and varied opportunities for study.

- **The School As a Community** – recognizes and includes parents as partners in the education of their children, teachers as empowered school leaders linked to strong administrative and district support and the surrounding community as an integral part of the school’s learning environment.
- **Professional Development** – for both staff and parents providing systematic strategies for integrating the Core Knowledge Sequences within the school’s framework. It further allows for in-depth collaboration between teachers on their grade, across grades and between Core Knowledge Schools. The development expands to include alignment of content taught with the New York City and the New York State Standards, measurable objectives and assessments for each unit. Focus is transition into the Common Core New York State Standards. Instructional Rounds and ongoing identification of problem of practice, peer review and support PD to improve best practices.
- **Evaluation Strategies** – provides for ongoing assessment through various data collection models; includes assessments of content taught both on grade and vertically to assess mastery of content taught, authentic assessments and standardized tests.
- **Climate for Implementation and Learning** – commitment of administration,, staff and parents to implement the program through collaboration and teamwork, aligned with existing programs and resources; common planning time, ongoing communication with parents and the community; enriched experiences outside of the school to include trips, inter-visitation to other schools, further expanded through additional learning opportunities to include after school programs and Saturday programs.

3. **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 School-wide Program to meet the State’s student academic standards.**

Professional development on an on-going basis targeting literacy, math, science, social studies, best practices of instruction and data analysis and assessments. The focus of professional development is aligned with student’s needs and provides a differentiation of instruction model. Professional development is conducted in a variety of formats including:

- **Monthly grade conferences School-based announcements to keep parents informed of school events including PTA meetings, School Leadership Team meetings, multicultural fairs, school assemblies, trips, and other special events.**
- **School visits by parents to view school-based programs and activities.**
- **Provide opportunities for parents to assist in school activities as volunteers, and observe and participate in their children’s activities.**
 - **Learning Community Teams**
 - **Monthly Core Knowledge meetings**
 - **Weekly common prep Core Knowledge training**
 - **Common planning sessions**
 - **Study groups**
 - **Inquiry Teams instructional innovations**
 - **Cohort staff development for the Principal and Asst. Principal**
 - **Learning Community Teams**
 - **Instructional Rounds-grade specific problem of practice**

Professional development is conducted by the Administrative Team, Core Facilitator, AIS Literacy Staff Developer, Reading Team, Math Facilitator , and Curriculum Team members.

4. **Instruction by highly qualified staff.**
 - The PS/MS 124 is 100% highly qualified as indicated in the BEDS survey. Through networking conducted by the Administrative Team, participation at hiring halls sponsored by the Department of Education and universities, qualified pedagogues are hired. Potential teachers must be qualified in standards based instruction and be amenable to teaching the Core Knowledge sequences.
5. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.**

PS/MS 124 provides a wide-range of opportunities for parents to become informed about and involved in their children’s education. These include the following:

- An annual “Meet the Teacher Night where parents will be provided with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the year.
- Monthly Parent Advisory Council meetings, which will include discussions of programs.
- Various parent workshops designed to assist parents in becoming active partners in the education of their children.

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

N/A

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

PS/MS 124 provides a wide-range of opportunities for parents to become informed about and involved in their children’s education. These include the following:

- An annual “Meet the Teacher” night where parents will be provided with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the year.
- Monthly Parent Advisory Council meetings includes discussions of programs. Computer classes for parent to support the Parent APL
- School Policy Agenda
- Various parent workshops designed to assist parents in becoming active partners in the education of their children.
- School-based announcements to keep parents informed of school events including PTA meetings, School Leadership Team meetings, multicultural fairs, school assemblies, trips, and other special events.
- School visits by parents to view school-based programs and activities.
- Provide opportunities for parents to assist in school activities as volunteers, and observe and participate in their children’s activities.

8. **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.**

The incoming K students and parents are invited in the spring and again in late August to spend time in the kindergarten classes. The teachers provide an over-view of the Core Knowledge Pre-K Program which lays the foundation for the K experience. All new K students are given a pre-assessment to determine their social, emotional and academic levels.

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

PS/MS 124 utilizes a variety of assessments to provide teachers with needed information to help them develop specific objectives for remedial instruction. ECLAS 2 is administered to students' in grades K, 1, 2, and 3 according to the parameters of the assessment tool. Students in grades three through eight take Predictives and ITA Interim assessments in ELA and Math. Teachers design and administer DYO Core Knowledge Assessments content strand specific. Teacher teams grade specific meet weekly on the common prep to review student work, peruse assessment results, writing samples and target the next level of differentiated instruction through Core Knowledge.

10. 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.
- Leap Frog services for identified students in grade K, 1, 2, and 3. Students are identified by ECLAS, DIBELS, and teacher recommendation in September. Utilizing the Leap Frog Program students are serviced daily in small groups by Educational Assistants for 45 minutes. Students participate for the entire year and are evaluated at designated benchmark points.
 - AIS Instructional Reading Program – push-in/pull-out model in grades 3 and 4 providing instruction to identified Level 1 and 2 students. The teaching model used provides for team teaching with the classroom teacher. In addition, the Reading Teacher provides whole class model lessons. At times, students are pulled for individualized group work.
 - AIS Reading Teacher, grades 3 through 8 utilizes a push-in/pull-out model and works in tandem with the classroom teacher providing instruction to students identified at level 2. The program provides for remediation in comprehension, item skills and writing.
 - AIS Instructional Math Program – All identified students have a daily 45-minute math period. The math program design incorporates the use of manipulatives in skill and conceptual development linked to problem solving. In addition, the Math Coach services identified Level 1 students in grades 3, 4, 5 and 6. The model developed is a push in/pull-out design. The Math Coach models lessons, team-teaches. All students work in small groups. The Math Coach works in tandem with all teachers of identified Level 1 students. Students are identified through standardized test results and teacher recommendation.
 - The Math IEP/ AIS intervention program targets students in grades, 4, 5, 6, 7, and 8 identified by teachers as “in need of assistance” and standardized tests level 2. Small groups of identified students are pulled out three

times a week for 45 minutes through STARS, a prep PD tutoring. The AIS teacher pushes into classes when the need is identified working in tandem with the classroom teacher. Grouping and differentiation of instruction is evident.

- ESL Program – The ESL Program is a pull out program targeting students identified through LAB scores. They are serviced for 90 minutes daily in bridged learning groups.
- The Extended Day instructional design is on Monday through Friday and runs from 8:00-8:35. Teachers and intervention personnel work with all identified students. The focus is on reading and math skills and strategies. Identified AIS students are grouped for small group and individualized assistance.
- After school and Saturday programs will continue to be offered. The focus of the instruction is to enhance basic skills, target areas in need as identified through assessment analysis, and develop effective test-taking skills and strategies.

11. 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.

For the 2010/2011 school year the Administration in collaboration with the School Leadership Team has opted into the Conceptual Consolidation of Funds to drive the instructional blueprint of PS/MS 124. The design provides for co-mingling of funds to provide a seamless, rigorous academic model for all students providing for improved academic achievement. In addition funding designs provides for enhanced support of parents/guardians programs to support a cohesive home/school connection. Refer to the following Section II for additional information.

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	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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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

		Schoolwide Program (P)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page 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	X			\$652,653	X	11-39
Title I, Part A (ARRA)	Federal	X			\$34,856		11-39 and 51-60
Title II, Part A	Federal	X			\$439,329		11-39
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal		X				11-39
Tax Levy	Local	X			\$4,797,279		

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

-
- 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.

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.)
Currently enrolled at PS/MS 124 are 24 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
The support services provided to the students include the following : Students are provided with all supplies and all trips are paid for by the school for the students and the parent; at risk counseling; small group tutoring two days per week to address educational gaps; all students attend the Extended Day Model to provide academic intervention based on the students' individualized learning path; student participation in the After-school Academy Instructional Model and Saturday classes; homework help program; After-school Program daily until 6:00 through the Out of School Time Program which also includes vacation day camp through all holidays and the summer. In addition students are assigned to a staff member who serves as a mentor and point person between the school and the parent.

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. 124 Osmond A Church					
District:	27	DBN:	27Q124	School		342700010124

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.5	95.2	94.8
Kindergarten	120	126	105				
Grade 1	155	132	133	Student Stability - % of Enrollment:			
Grade 2	171	152	135	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	143	176	168		93.4	94.8	93.7
Grade 4	140	136	170				
Grade 5	137	142	147	Poverty Rate - % of Enrollment:			
Grade 6	113	130	129	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	105	110	125		70.9	85.2	85.2
Grade 8	94	97	103				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	28	30
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	1178	1201	1216	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	7	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	10	Principal Suspensions	46	48	31
# in Collaborative Team Teaching (CTT) Classes	29	31	36	Superintendent Suspensions	9	16	19
Number all others	40	37	34				

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	29	19	TBD				
# ELLs with IEPs	0	0	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	69	71	72
Number of Administrators and Other Professionals	9	11	11
Number of Educational Paraprofessionals	1	1	2

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

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	10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.8	81.7	86.1
				% more than 5 years teaching anywhere	52.2	54.9	68.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	94.0	90.3
American Indian or Alaska Native	0.4	0.3	0.3	% core classes taught by "highly qualified" teachers	97.8	97.4	100.0
Black or African American	32.3	30.4	31.5				
Hispanic or Latino	20.9	21.2	23.6				
Asian or Native Hawaiian/Other Pacific	40.6	41.3	42.4				
White	2.3	2.3	2.2				
Male	47.5	48.1	47.4				
Female	52.5	51.9	52.6				

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	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	39.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	18.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

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

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

**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 51	District 27	School Number 124	School Name Osmond A. Church
Principal Valarie Lewis		Assistant Principal Mary Alarcon, Linda Malloy	
Coach Heather Sussman		Coach Hyak Hwang	
Teacher/Subject Area Gail Lindman		Guidance Counselor Ramonita Semper	
Teacher/Subject Area Judy Lefante		Parent - Eileen Lamana	
Teacher/Subject Area Nancy Mellaniff - Technology		Parent Coordinator Cynthia Lapsley	
Related Service Provider Michelle Frankel, L. Orsano		Other	
Network Leader Althea Serrant		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	2	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	1221	Total Number of ELLs	30	ELLs as Share of Total Student Population (%)	2.46%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. PS/MS 124Q, in South Ozone Park Queens, is an elementary school spanning the grades Kindergarten to grade 8. There are 1,215 registered students at present. Approximately 2.74% of the population, or 30 students are identified ELL students. They are served in a pull out small group model by one full time teacher certified in ESL. Twenty four of these students have been in English speaking schools for three years or less, five students have been here for 4 to 6 years, and one student has been served more than 6 years. There are three students whose L1 is Arabic, one of Haitian Creole, 1 Hindu and 2 Urdu.

When a student is registered at PS/MS 124Q, our Pupil Personnel Secretary administers the Home Language Identification Survey in the appropriate language. If a parent is in need of further translation, an appropriate and qualified staff member is summoned. The Survey will be passed on to our ESL teacher, usually within the same day, but no later than the next school day. Based on this outcome of this screening, the student is given the LAB-R and based on the outcome a student is placed in a group and picked up for ESL services. This process turns around in no longer than three to four days after enrollment.

Our Pupil Personnel Secretary, Susan Perri has been formally trained in all matters concerning the HLIS. She is supported in this process by teachers who speak the home language indicated. There are also student translators from the middle school. The translators in the school can speak Spanish, HAiten-Crole, Urdu, Arabic and Punjabi. Our ESL teacher, Ms. Lindman has received copies of training over the 12 years since its original redesign and is very able to discern eligibility. Our ESL teacher has also been formally trained in administering the LAB-R and scoring procedures.

Each May our ELL students are administered the NYSESLAT. It is given in our ESL lab, generally in groups of four, according to the various levels. Each modality is given separately. Each modality is administered in the order prescribed: Speaking, Listening, Reading and finally Writing. Make-up exams are given individually. All test security procedures are strictly followed.

2. Individual interviews are conducted with the parents or guardians of all newly identified ELL students with the ESL teacher who speaks English and Spanish. At that time, all three programs are explained in detail, using translation if necessary. We endeavor to have all parents interviewed within two weeks of enrollment. If parents do not keep their appointments, we will continue to make follow-up appointments. We take advantage of school events such as “Meet the Teacher” and “Parent/Teacher Conferences” to ensure that all parents have been interviewed and necessary paperwork has been completed.

3. Entitlement letters are sent home in September. They are also redistributed during Parent/Teacher conferences. A tear-off is signed and kept on file by the school.

4. PS/MS 124Q offers a freestanding ESL program for its ELL students. Our enrollment as well as parent preference does not support any other model. If a parent opts-out of bilingual education for his child, the child is placed in our ESL program. If the parent prefers a bilingual situation for his child, we will direct them to a school where it is offered. Historically, our parents have preferred an English only approach to teaching their children and thus choose the ESL program as their first choice. We do occasionally find that a parent will prefer a bilingual situation for his child, no more than one or 2 a year.

5. After reviewing the parent’s survey and program selection forms, we see that our parents continue to choose ESL as their first choice. Out of the last 50 enrolled ELL students, only 5 parents of the students have selected another model. This model is bilingual. All of these parents have an L1 of Spanish.

6. Our school offers ESL exclusively, which is aligned with parent choice and preference.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	1

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"/>	<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"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 24	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/> 30
Total	<input type="checkbox"/> 24	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/> 30

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

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	2	1	2	2	1	0	0					14
Chinese														0
Russian														0
Bengali														0
Urdu	0	0	0	0	1	0	1	0	0					2
Arabic	1	0	1	0	0	1	1	0	0					4
Haitian	0	0	0	0	0	0	1	0	0					1
French														0
Korean														0
Punjabi	0	1	0	3	3	0	1	0	0					8
Polish														0
Albanian														0
Other	0	1	0	0	0	0	0	0	0					1
TOTAL	4	5	3	4	6	3	5	0	0	0	0	0	0	30

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. An analysis of proficiency levels across the grades reveals that their proficiency is stronger in the higher grades with 16 advanced students in 3rd grade and above corresponds with only 5 beginners and 1 intermediate student in the same grade levels. There are only 3 advanced students in Kindergarten through second grade in total.

Skill levels in listening/speaking, reading/writing are mixed. Interim assessments reveal, predictably, stronger ability in listening comprehension than the reading and writing strands.

a) Instruction is given through pull-out classes and delivered in our ESL lab. Students are all seen for the mandated minutes.

b) The children are blended respective to their proficiency, age and grade. There may be up to three different grade levels and proficiency levels in one group. ESL instruction is scheduled so that students on similar proficiency levels and similar grade levels are taught together. Some groups vary from day to day depending on service mandates. For example, a first grade intermediate student may be grouped twice a week with an advanced kindergarten group in order to fulfill the 360 minute mandate and to supplement the academic needs of this student. As a result, PS/MS 124 can completely satisfy mandated program requirements with one ESL teacher.

In the early childhood groups, an emphasis is placed on listening, speaking, survival vocabulary and introductory literacy skills, whereas the upper grades receive more instruction in literacy comprehension, higher order thinking, writing structures and techniques, grammar, and vocabulary enrichment and development.

Upon examination of our ELL students' test data, we can see that as students remain in the school system and receive outside support services, their performance improves.

2. Our ESL teacher, through careful planning and programming, is able to deliver all mandated instruction. Through blending of grades, proficiencies and levels, all students receive explicit ESL instruction for either 180 minutes or 360 minutes per week – as mandated. With advanced students, classroom teachers ensure that an additional 180 minutes of explicit ELA instruction is met.

3. Content is taught through the Core Knowledge Program as an entree or delivery medium for English proficiency. Vocabulary is emphasized. Tasks utilizing dictionaries and thesauruses are emphasized. Students in upper grades and with little or no English are given pictorial supplements, computer activities as well as “native language buddies” in their general classroom to assist with the transfer of content concepts. Social studies and science trade books at differentiated readability levels are utilized as well as thematic units specifically designed for the ELL student are used in the ESL classroom to supplement general classroom curricula and activities.

4. Differentiated instruction is as follows:

a. The ESL Group the student is placed in reflects their abilities and needs.

b. Within that group, some students may need more support in special areas. The ESL teacher meets with them individually to target these areas. Assignments and expected goals may be adjusted. Homework assignments are reflective of individual, not group targets.

c. Students in ESL for fewer than 3 years are receiving concentrated instruction in speaking and reading fluency as well as the expression of thoughts and ideas in writing. This of course, after basic vocabulary and communication skills are in place.

d. Students in the program from 4 to 6 years, are working more on grammar skills, expanding their academic vocabulary and the nuances of comprehension, such as inference, prediction and drawing conclusions. These skills are highlighted and woven into all learning, no matter what content is being used to deliver them. Long term ELL students must be given work individually according to their needs and weaknesses.

e. We have no special needs ELL students at this time. However, our practice is to include them in our small groups. They receive all the advantages and support afforded to our general education ELL students. Assignments may be truncated or goal outcomes may be adjusted somewhat depending on the student's limitation, or not. This is on a case by case application. ELLs with special needs are carefully supported with constant teacher exchange and articulation. If a student is identified with a particular weakness in any academic area, outside instruction, as well as ESL instruction will support this area. Every special needs student should be treated in a unique way, depending on the student's need. As the student's needs lessen, the support can be adjusted. So too, should the needs increase, the support should increase.

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

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

5. All PS/Ms 124Q supplemental services are available and accessible for our ELL students. Most of our ELL students in third grade and above are enrolled in Extended Day. Many attend after school AIS programs as well as Saturday Academy. During the regular school day, reading and math coaches as well as classroom teachers service many of our third to sixth grade students during a PD. First and second grade ELL students are pulled out for phonics and Wilson programs during the regular school day, as needed. All our instruction is in the target language, which is English.

6. PS/MS 124Q is a fortunate in that many of our students attain proficiency while enrolled here. After proficiency is met, as determined by the NYSESLAT exam, students are closely monitored for any continued need or weakness. An ongoing dialogue persists between the ESL teacher, other support service providers, the classroom teacher and the student. Should the student require any further ESL support, it is accommodated.

7. At this time the supplemental program is through Study Island an interactive computer program in ESL and math. All students are assigned an instructional learning path to follow to support their academic progress.

8. There are no plans at this time to add or remove any supplemental programs.

9. The ELL students participate in the Extended Day model for five days per week. The students are provided language development through the Kaleidoscope SRA program. The program develops students phonemic awareness, sight vocabulary, fluency and impacts on reading comprehension. The students also participate in the AIS Afterschool Academy on Tuesday-Thursday from 3:00-4:30 providing support in literacy and mathematics. The program model is small group and is provided by an ESL/Reading certified teacher.

10. The ESL lab as well as every classroom is a print-rich environment, suffused with books, posters, labels and sentence strips. Some classrooms utilize specialized computer programs for ELLs. The ESL lab has a take-home library containing a variety of trade books. For classroom instruction we have workbooks (MacMillan) textbooks "Into English" (Prentice Hall) and "ESL" (Steck-Vaughan). There are numerous other supplementary workbooks for grammar, sentence structure, reading comprehension, main idea, etc. There is also a healthy stock of big books for guided and shared reading instruction. Many trade books are on hand for independent reading or for reading in pairs. ELL students are taught using a variety of tools" Flash cards, vocabulary cards, textbooks, story omnibuses, trade books, workbooks, grammar books, picture dictionaries, coach books, skills target books, Leap Frog, learning games, realia, arts and crafts, discovery techniques and books on tape. All tools are subject to the primary goal of stimulating language, sustaining discussion and expanding vocabulary through meaningful experience.

11. There is no formal native language support other than the buddy system. We do have personnel who speak many of the languages represented by our ELL students; ex. Haitian Creole, Urdu, Punjabi, and Spanish.

12. All services and classroom materials are age and skill appropriate.

13. PS/MS 124Q offers summer school during July and part of August. Should a new student be enrolled prior to this for the upcoming school year, we encourage his family to visit during the summer. At that time, we take them on a tour of the building and grounds and answer any questions they may have. We give them Core Curriculum materials designed for parents and depending on the child's age and temperament we sit him with a class for an activity, a snack, or a game.

14. The only language our ELL students elect is English.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. PS/MS 124Q has an ambitious professional development calendar. All staff receives P.D. in adapting and supplementing instruction for a variety of student situations. Our professional development endeavors to address the needs of ELLs as well as other special needs students, while addressing new curriculum and goals for achievement through the Core Knowledge instructional strands. All staff serving ELLs has received instruction and direction in teaching ELLs within the mainstream classroom, in groups as well as individually. Many have university credits in this area. We take this background into account when placing our ELLs in their classes. We find that sharing experiences and exchanging ideas is a fruitful resource for teachers in assisting ELLs. The LAP team encourages making as much opportunity for this within the school calendar and weekly schedule as possible. All teachers of ELL students have received at least 7.5 hours of mandatory instruction in ESL techniques and practices, either through college coursework, workshops or seminars.

2. Because we have our own Middle School, transitioning to this level for our students is almost seamless. If a student appears to need some support, we will provide whatever counseling; tutoring or organizing the student needs to succeed. Again, this is a case-by-case application. As students get ready to move on to high school, we guide them and their parents in making intelligent choices regarding their school application and the direction of their education, helping them to focus their goals in order to maximize their potential for success after they leave us.

3. The 7.5 hours of ELL training for all staff includes: 3 hours of seminars, 1 ½ hours of ESL instruction observations, 1 ½ hours of practical ESL instruction using ESL developmental lessons and goals, and finally, 1 ½ hours of academics which may include: reading and reviewing articles or books in ESL or ELL related matters, modifying lesson plans to accommodate ELL needs and goals, viewing taped seminars or films on related subjects.

Through careful coordination, cooperation and active articulation between all members of the PS/MS 124 staff, we are confident that an ambitious, supportive and flexible learning experience is being provided for all our ELLs, no matter their level, natural abilities or background. We are committed to achievement for everyone of our English Language Learners.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. The parent community is offered a myriad of Core Knowledge workshops and inter-active professional develop to support their child(ren) academic and social, emotional development. The workshop design includes: Literacy through Core Knowledge; Math for the Real World; Science Exploration: Homework Hepl; Test Prep Model; partnership with the Brooklyn Museum; workshops through trips where the parent and students can learn and experience together providing support for the instructional program. The school holds monthly theme nights focusing on an art/literacy activity. Parents and students work together and provide a network of support for each-other.

2. The school partners with the organization Partnership with Children which provides parenting workshops for the parents. In addition

they providesupport in assimilation into the culture through home visits and weekly counseling support sessions.

3. The parents are provided with a needs assessment in their translated language to ascertain what support they desire. Parent/student meetings are also conducted to determine what academic support the school can provide: (ie) Homework helper program.

4. The parent involvement activites are aligned to the social, emotional and community needs as identified by the parents. The parent workshops and Theme Nights directly targeted the requests of the parents.

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)	3	2	0	2	1	1	1	0	0					10
Intermediate(I)	0	1	2	1	0	0	0	0	0					4
Advanced (A)	1	1	1	2	5	2	4	0	0					16
Total	4	4	3	5	6	3	5	0	0	0	0	0	0	30

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

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

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

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

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

New York State Regents Exam

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

B 1. PS/MS 124Q administers the ECLAS to all students in grades K-3 who have not yet attained a level 8. We find that the ECLAS to be a reliable tool in evaluating a student’s phonemic awareness, word attack skills, blending abilities, decoding, reading fluency, and comprehension. All new students, regardless of their Li are administered to ECLAS.

This information is very useful, especially for students who do have some English, even if it is limited. We are able to target exactly what

based this gauge, the instruction can target specific areas such as verbal fluency, vocabulary, or reading and writing skills. The NYSESLAT provides information on four modalities, including speaking and is repeated every spring, thus offering us a basis for comparison. NYSESLAT scores reveal to us if any progress has been made in this students English abilities. We can also track if our students are weak in any particular area by grade or level, and add more support to that modality on skill.

3. When making unit plans for each level, it is important to always include tasks that target the needs of the students in that class. For example, if reading is an area of weakness, more reading comprehension pieces should be represented in that unit. If writing is the weakest area, then the unit should incorporate more writing related tasks.

4. a) By examining student tests results we can see that some students perform well on the NYSESLAT but are having difficulty with the ELA. This indicates a need for more stringent lessons in reading comprehensions well as writing and grammar forms.

There was no apparent significant advantage to native language tests as per the data.

b) At PS/MS 124Q, the periodic assessment results are used by classroom and ESL to inform about need areas, to confirm or challenge what we are seeing in student daily class work, and to assist us in creating lesson modifications and homework assignments to target the specific learning needs of the student.

c) By administering Periodic Assessments, we have learned that listening is an area that is under emphasized in classroom lesson structures and should be targeted more frequently.

5. N/A

6. We evaluate our ESL program by monitoring, not only the academic progress of our ELLs, but t heir adjustment into the school community. We see if they are making friends, if they seem happy, if they are using their new language and vocabulary with their peers, and if they are thriving on a human and individual level. Probably, the most important questions is this: How are students faring once they exit the program? Are they performing well on day to day assignments as well as the larger city and statewide tests? Are they involved in school activities? Are they setting their sights high regarding high school choices and potential college and career choices? What fellow students have they selected as friends? Are their habits straightforward and organized? Have they become reliable in their life practices in this English-speaking academic and achievement oriented environment?

We are so proud of our ELL alumni. They are some of the finest examples of the PS/MS124 community. Their success is our success. It can be no other way.

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.

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		