



P.S. 193 ALFRED J. KENNEDY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 193 ALFRED J. KENNEDY
ADDRESS: 152-20 11 AVENUE
TELEPHONE: 718-767-8810
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342500010193 **SCHOOL NAME:** P.S. 193 Alfred J. Kennedy

SCHOOL ADDRESS: 152-20 11 AVENUE, QUEENS, NY, 11357

SCHOOL TELEPHONE: 718-767-8810 **FAX:** 718-746-7617

SCHOOL CONTACT PERSON: Joyce E. Bush **EMAIL ADDRESS:** JBush@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Susan Pesso

PRINCIPAL: Joyce E. Bush

UFT CHAPTER LEADER: Cynthia McManus

PARENTS' ASSOCIATION PRESIDENT: Athena Pappas

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation - CFN 532

NETWORK LEADER: Alan Cohen

SUPERINTENDENT: DIANE KAY

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
Joyce E. Bush	Principal	
Roselle Tichauer	UFT Member	
Cynthia McManus	UFT Chapter Leader	
Diane Tratner	Admin/CSA	
Randy Goldman	UFT Member	
Vicki Benjamin	Parent	
Danielle Vargas	Parent	
Susan Pesso	UFT Member	
Athena Pappas	PA/PTA President or Designated Co-President	
Ann Kenny	Parent	
Harriet Demetriou	PA/PTA President or Designated Co-President	
Ginous Assil	Parent	

* 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.

P.S. 193, a PreK-5th Grade school with a current enrollment of 479 students, is located in a working middle class, residential area of Whitestone, Queens. A 50th anniversary mural adorns one exterior wall of the attractive, well-maintained, three-story brick building. The mural was created in collaboration with City Arts and the school community.

P.S. 193 uses an interdisciplinary approach stressing higher-order thinking and providing opportunities for the integration of problem solving strategies in all curriculum areas. A balanced literacy approach is used, which incorporates differentiation of instruction through guided and independent reading, diverse reading/writing experiences, and reinforces strategies for word identification in early grades. Implementation of the Treasures Literacy that stresses differentiation of instruction, with components of the Writers Workshop is evident in all grades. We support the needs of our school population, with measures that include classes for Special Needs students, ESL services and enrichment periods. The Social Studies and Science curriculum has been enhanced by the use of the Independent Investigative Research Method, where children learn research skills around a topic of interest and incorporate learning styles in their presentations.

Our school encourages philanthropy and is active in community service. Our talented chorus performs at senior citizen centers, nursing homes, and St. Mary's Hospital for Children. Participation in activities such as the Charity Walkathon (Susan G. Komen Breast Cancer Awareness, in memory of Ellen Goldfarb, a former teacher), the City Harvest Food Drive and the Penny Harvest ensure that the students recognize the importance of being responsible and caring citizens. Our student Penny Harvest Roundtable distributes funds to deserving organizations, including Ronald McDonald House, Make a Wish Foundation and The Smile Train.

P.S. 193 has received several grants that have enriched our school community. The NYS Council of the Arts-Empire State Partnership Grant, in collaboration with City Center, integrates dance throughout the curriculum. A Science grant with the Urban Park Rangers enables students to experience various science explorations. We received the City Council Cultural Arts Grant (CASA); students participate after-school in dance, poetry, and digital technology. Our five day a week after-school Sports and Arts Program, the Champions Club, is funded by an Out of School Grant (OST) grant. This program includes homework help, arts and crafts, computer and physical education.

Computer technology is infused in all curriculum areas for research, simulations, creative writing and skill reinforcement. We are extremely proud of several in-house websites created by teachers, as well as our school website. The "Stock Market Game" and "ThinkQuest" are examples of enrichment activities.

Creative and performing arts receive special attention at P.S. 193. All children have experiences in theatre arts in a variety of settings. Periodic grade performances are scheduled to display student talents and to invite parents into the school. Our Arts program includes digital technology that merges creative writing, art, music and dance. The P. S. 193 Art Studio affords children the freedom to

explore various media and the dance program provides movement instruction. Grade 4 and 5 students participate in Enrichment clubs of their choice. We are proud that our chorus participates in the Whitestone Memorial Day Parade.

P.S. 193 is noted for outstanding parent involvement. Our Parent Coordinator has enhanced our home/school connection by providing workshops and activities for parents and students. The PTA sponsors after-school classes for those students who need support in preparation for the State Tests. The PTA sponsors various fund-raising and social events for the school community. They also launched a sub-committee "Library Committee" to update the school library. We are fortunate that our parents and staff work together to provide the best educational programs and opportunities for our children.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 193 Alfred J. Kennedy								
District:	25	DBN #:	25Q193	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	53	51	53		94.7	95.1	TBD		
Kindergarten	82	78	66						
Grade 1	67	69	69	Student Stability - % of Enrollment:					
Grade 2	93	70	71	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	79	85	73		97.1	97.16	TBD		
Grade 4	76	83	79						
Grade 5	85	78	91	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		18.9	21	28		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	0	TBD		
Grade 12	0	0	0						
Ungraded	0	1	5	Recent Immigrants - Total Number:					
Total	535	515	507	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					2	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	31	27	17	Principal Suspensions	18	16	TBD		
# in Collaborative Team Teaching (CTT) Classes	25	22	18	Superintendent Suspensions	9	0	TBD		
Number all others	31	38	34						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	51	39	42	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	10	7	11	Number of Teachers	39	37	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	8	9	TBD
				Number of Educational Paraprofessionals	8	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	87.2	91.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	76.9	81.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	97	97	TBD
American Indian or Alaska Native	0.2	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91	86.8	TBD
Black or African American	0.8	0.8	0.8				
Hispanic or Latino	14	13.4	13.2				
Asian or Native Hawaiian/Other Pacific Isl.	14.8	17.9	19.3				
White	70.3	67.6	66.1				
Multi-racial							
Male	54	52.8	50.9				
Female	46	47.2	49.1				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	70.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	6.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	11.6	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	44.8	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	√

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

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

3rd Grade 2009 – 2010, now 4th Grade 2010-2011

ELA:

Last year's third grade (the current 4th grade in 2010-2011) had their first statewide ELA test in the winter of 2009-2010. 67% of that group scored 3 or 4, compared with the 83% the previous third grade (2008-2009) achieved.

Last year's fourth grade, (the current 5th grade in 2010-2011) completed their second year of statewide ELAs and showed a decrease in the percentage of students achieving a 3 or 4 from 82% to 59%.

Last year's fifth grade (now in the 6th grade in other schools in 2010-2011) completed their third year of statewide ELAs and showed an 11% decrease in the percentage of students achieving a 3 or 4 from 76% to 65%.

These decreases reflect the change in scoring procedures implemented by the state after the exams were given.

ELA- Third Graders achieving 3 or 4 – Last Three Years

	2007-2008	2008 – 2009	2009-2010
Pct. of Grade	87%	83%	67%
Grade Trend	---	-4%	-16%

ELA- Fourth Graders achieving 3 or 4 – Last Three Years

	2007-2008	2008 – 2009	2009-2010
Pct. of Grade	67% 82% 59%	82%	59%
Grade Trend	---	--- +17%	-23%

ELA- Fifth Graders achieving 3 or 4 – Last Three Years

	2007-2008	2008 – 2009	2009-2010
Pct. Of Grade	82%	76%	65%
Grade Trend	---	--- -6%	-9%

+++++

ELA- 2010-2011 (Current) Fourth Grade Achieving 3 or 4

	2007-2008	2008 – 2009	2009-2010 Gr3
Pct. Of Grade		---	---67%
Grade Trend	---	-----	

ELA- 2010-2011 (Current) Fifth Grade achieving 3 or 4

	2007-2008	2008 – 2009 Gr3	2009-2010 Gr4
Pct. Of Grade	---	---83%	59%
Group Trend	---	---	-25%

ELA- 2010-2011 (Current) Sixth Graders achieving 3 or 4

	2007-2008 Gr3	2008 – 2009 Gr4	2009-2010 Gr5
Pct. Of Grade	87%	82%	65%
Group Trend	---	-5%	-17%

MATH:

MATH - 2010-2011 (Current) Fourth Grade achieving 3 or 4

	2007-2008	2008 – 2009	2009-2010 Gr3
Pct. of Grade	---	---	67%
Group Trend	---	---	---

MATH - 2010-2011 (Current) Fifth Grade achieving 3 or 4

	2007-2008	2008 – 2009 Gr3	2009-2010 Gr4
Pct. Of Grade	---	95%	73%
Group Trend	---	---	-22%

MATH - 2009-2010 (Current) Sixth Graders achieving 3 or 4

	2007-2008 Gr3	2008 – 2009 Gr4	2009-2010 Gr5
Pct. Of Grade	100%	100%	71%
Group Trend	---	---	-29%

Trends-ELA

ELA 2010 Item Analysis – Areas of Need (School wide)

3rd Grade ELA Scores (Current 4th Grade)

Question #8 MC (62%) 3.R.CS.1 Identify main ideas and supporting details in informational texts.

Question #14 MC (62%) 3.R.CS.2 Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events.

Question #23 MC (66%) 3.L.CS.2 Identify elements of character, plot, and setting to understand the author’s message or intent.

4th Grade ELA Scores (Current 5th Grade)

Question #29 CR (9%) 4.L.CS.2 Standard 2: Students will read, write, listen, and speak for literary response and expression.

Question #30 CR (19%) 4.R.CS.3 Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Question #26 MC (35%) 4.R.CS.1 Understand written directions and procedures.

Question #31 CR (39%) n/a

Question #19 MC (51%) 4.R.CS.2 Make predictions, draw conclusions, and make inferences about events and characters.

Question #27 MC (53%) 4.R.CS.1 Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information.

Question #21 MC (56%) 4.R.CS.2 Make predictions, draw conclusions, and make inferences about events and characters.

5th Grade ELA Scores (Current 6th Grade)

Question #27 CR (22%) n/a (EDITING MECHANICS)

Question #21 CR (55%) 5.R.CS.3 Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details

Question #8 MC (56%) 5.R.CS.2 Define characteristics of different genres.

Focus areas, (school wide) for English Language Arts (ELA) grade level instruction for third, fourth and fifth grade should include:

Grade 3

1. Identify Main Idea and supporting details
2. Deriving the author's message / intent through the understanding of character, plot and setting
3. Using specific evidence to describe characters, actions of characters, and motivation of characters.

Grade 4

1. Listening, reading, and writing for literary response and expression.
2. read, write, listen, and speak for critical analysis and evaluation.
3. Read, write, listen, and speak for critical analysis and evaluation.

Grade 5

1. Editing mechanics
2. Identifying central idea and supporting details
3. Understanding the characteristics of different genres

MATH 2010 Item Analysis – Areas of Need (School wide)

3rd Grade MATH Scores (Current 4th Grade)

Question #31 CR (58%) 3.C.N

Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping).

Question #29 CR (66%) 3.C.G

Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon).

Question #3 MC (73%) 3.C.N

Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)

4th Grade MATH Scores (Current 5th Grade)

Question #46 CR (37%) 4.C.N

Interpret the meaning of remainders.

Question #45 CR (43%) 4.C.N

Understand, use, and explain the associative property of multiplication.

Question #48 CR (48%) 4.C.N

Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping).

Question #37 CR (49%) 4.C.N

Develop an understanding of fractions as locations on number lines and as divisions of whole numbers.

Question #47 CR (55%) 4.C.G

Find perimeter of polygons by adding sides.

Question #29 MC (56%) 4.C.M

Select tools and units appropriate to the mass of the object being measured (grams and kilograms).

Question #32 CR (57%) 4.C.A

Use the symbols $<$, $>$, $=$, and \neq (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)

5th Grade MATH Scores (Current 6th Grade)

Question #33 CR (39%) 5.C.S

Display data in a line graph to show an increase or decrease over time.

Question #34 CR (40%) 5.C.M

Calculate elapsed time in hours and minutes.

Question #28 CR (52%) 5.C.M

Measure and draw angles using a protractor.

Question #30 CR (56%) 5.C.G

Find a missing angle when given two angles of a triangle.

Question #14 MC (59%) 5.C.G

Classify quadrilaterals by properties of their angles and sides.

Focus areas (school wide) for MATH grade level instruction for third, fourth and fifth grade should include:

Grade 3

1. Strategies for 3 digit addition and subtraction.
2. Using correct terminology to describe two dimensional geometric shapes.

Grade 4

1. Interpreting remainders (divison)
2. Multiplication strategies and rules
3. Understanding fractions as parts of whole numbers
4. Calculating perimeter
5. How to measure metric units of mass
6. Understanding relatinonship symbols such as $<$, $>$, $=$ and \neq

Grade 5

1. Using graphs to increases / decreases and time
2. Calculate elapsed time in hours and minutes
3. Measure / draw angles using a protractor
4. Find the third angle of a triangle when given two angles
5. Classify quadrilaterals by their sides and angles

ELA (English Language Arts) – School Report Card

OVERVIEW

Student **Performance** for ELA (English Language Arts) indicates the following:

The percentage of all Students in Grades 3, 4, and 5 achieving proficiency (Level 3 or 4) was 64.5%, which was (8.2%) below the next school in our peer group, which had a rating of 67%.

The Median Student Proficiency, (rated from 1.0 to 4.5) was 3.21. This was only 13% compared to our peer schools, and 63% compared to the entire city.

Student **Progress** for ELA (English Language Arts)

The median growth percentile of all students 62.5%, which was 9.3% relative to our peer schools.

The median growth percentile for our school's lowest third was 67.0%, which was 19.4% relative to our peer schools.

IEP ELA Growth Percentile

The percentage of students in Self-Contained, CTT or SETTS classroom settings who achieved an ELA demonstrated growth in the 75th percentile was 50% (12 out of 24).

ELLs: ELA Growth Percentile

There were six ELL students in testing grades whose growth percentiles ranged from 25 to 96. The median growth percentile was 56.5. The mean growth percentile was 58.7. Of the six students, one (16.7%) scored in the 75th growth percentile.

IEPs: ELA Growth Percentile

There were 31 students with IEPs who were tested in grades 3, 4, 5. For those students, adjusted growth percentiles ranged from 16 to 98, with a mean growth percentile of 63.9.

SETTS: ELA Proficiency Rating (3 or 4)

There were 11 SETTS students tested on the ELA, 27.3% of whom (3 out of 11) were rated as proficient.

ICT: ELA Proficiency Rating (3 or 4)

There were 10 CTT students tested on the ELA, 10% of whom (1 out of 10) were rated as proficient.

Self Contained: ELA Proficiency Rating (3 or 4)

There were 10 Self Contained tested on the ELA, none of whom were rated as proficient.

MATH – School Report Card

OVERVIEW

Student **Performance** for MATH indicates the following:

The percentage of all Students in Grades 3, 4, and 5 achieving proficiency (Level 3 or 4) was 72.7%, which was (53.4%) below the next school in our peer group, which had a rating of 82.2%.

The Median Student Proficiency (rated from 1.0 to 4.5) was 3.54. This was (4.3%) below the next lowest school in our peer group and 56.3% compared to the entire city.

Student **Progress** for MATH

The median growth percentile of all students 57.0%, which was (9.7%) below the next lowest school in our peer schools.

The median growth percentile for our school's lowest third was 56.5%, which was 1.2% above the lowest growth percentile in our peer schools.

IEP MATH Growth Percentile

The percentage of students in Self-Contained, CTT and SETTS classroom settings who demonstrated MATH growth in the 75th percentile was 21% (5 out of 24).

End of Year Results / Ongoing Initiatives

Independent Inquiry Method (IIM)

All the fourth and fifth grade teachers have been trained in the IIM process, and are implementing research skills using this method in social studies; this was noted on the Election Day Professional Development agenda. The computer teacher, who is a certified trainer in IIM, collaborated with teachers and conducted research during the computer period. Grade 4 completed a research project on New York State – 90% of the students received level 3 and 4 on the rubric (28% level 3 and 62% level 4). Grade 5 completed a research project on the United States – 90% of the students received level 3 and 4 (70% level 3 and 20% level 4) on the rubric. This is also noted in lesson plans, walkthroughs, and student projects.

Writing

We increased our performance in student writing in grades 3 – 5

As part of the Treasures Balanced Literacy program, students participated in writing in the above genres. Teachers are using rubrics to determine a level. Students received rubrics based on the standards prior to the writing assignment; students occasionally self assess. Rubrics are consistent on each grade for writing genres. Writing portfolios have been reviewed during walkthroughs to determine the use of rubrics. The administration needs to follow-up on teachers using the rubrics to give students more feedback. This will be a goal for next year. Please note Writing Performance of students scoring level 3 or above, based on rubric in specific genre:

Genre	Grade 3	Grade 4
Grade 5		
Response to Literature	70%	85%
85%		
Personal Narrative	56%	77%
88%		
Narrative Procedure	74%	82%
83%		
Informational Report	80%	85%
90%		

79% of students in grades 3 to 5 scored level 3 or 4 in all writing genres combined.

The DIBELS Measures Breakdown shows how students performed on alphabet principle and phonemic awareness at BOY (beginning of the year), and is used to guide instruction to meet MOY (middle of the year) and EOY (end of year) goals.

Benchmarks are:

1. Initial Sound Fluency (Kindergarten)
2. Letter Naming Fluency (Kindergarten to Grade 1)
3. Phoneme Segmentation Fluency (Mid-Kindergarten to End Grade 1)
4. Nonsense Word Fluency (Mid-Kindergarten Through Beginning Grade 2)
5. Oral Reading Fluency (Mid-Grade 1 to Grade 3)
6. Oral Retelling Fluency (Mid-Grade 1 to Grade 3)
7. Word Use Fluency (Fall of Kindergarten through Grade 3)

The following break outs are for the 2009-2010 school year.

Kindergarten

Students meeting the “benchmark” moved from 86% of students (BOY) to 92% of students (EOY).

Students in the “some risk” category decreased from 9% (BOY) to 6% (EOY)

Students in the “high risk” category decreased from 5% (BOY) to 2% (EOY).

Grade 1

Students meeting the “benchmark” moved from 86% of students at (BOY) to 89% of students at (EOY).

Students in the “some risk” category decreased from 8% (BOY) to 7% (EOY)

Students in the “high risk” category decreased from 6% (BOY) to 4% (EOY).

Grade 2

Students meeting the “benchmark” moved from 76% of students at (BOY) to 55% of students (EOY).

Students in the “some risk” category decreased from 11% (BOY) to 35% (EOY)

Students in the “high risk” category decreased from 13% (BOY) to 10% (EOY).

DIBELS

Grade	Population Achieving Mastery	Grade Population Total	Percentage
Kindergarten	58	63	92%
Grade 1	63	71	89%
Grade 2	34	62	55%
Total	155	196	79%

READING – RUNNING RECORDS

Running Records – Percentage of students who met benchmark for 2009-2010.

(Measured in June 2010)

Grade	Level 3 Benchmark	Met / Total Students	Met Benchmark Level 3
K	B	60/63	95%
1	I	60/70	86%
2	L	58/78	74%
3	O	57/75	76%
4	R	50/82	61%
5	T	58/89	65%

Limited English Proficiency (LEP) – Item Analyses – ELA and MATH

LEP – ELA Item Analysis Grade 3

2009-2010

Question #8 11% correct

Identify main ideas and supporting details in informational texts.

Question #20 44% correct

Identify a conclusion that summarizes a main idea.

Question #5 44% correct

Evaluate the content by identifying whether events, actions, characters, settings are realistic.

Question #10 56% correct

Evaluate content by identifying the author’s purpose.

Question #11 56% correct

Use knowledge of story structure, story elements, and key vocabulary to evaluate stories.

Question #10 and 14 (each 56% correct)

Make predictions, draw conclusions, and make inferences about events.

Question #18 56% correct

Evaluate the content by identifying important and unimportant details.

Question #23 56% correct

Identify elements of character, plot, and setting to understand the author’s purpose or intent.

Question #25 56% correct

Distinguish between fact and opinion.

LEP – ELA Item Analysis Grade 4
2009-2010

Question #17 and #21 0% correct; #16 and #19 50% correct

Make predictions, draw conclusions, and make inferences about events.

Question #22 0% correct

Evaluate the content by identifying important and unimportant details.

Question #28 0% correct; #27 50% correct

Identify a conclusion that supports a main idea.

Question #1 and # 15, Each 50% correct

Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events.

Question #3 50% correct

Use knowledge of story structure, story elements, and key vocabulary to interpret stories.

Question #5 50% correct

Evaluate the content by identifying the author's purpose.

Question #6 50% correct

Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources.

Question #9 50% correct

Collect and interpret data, facts, and ideas from unfamiliar texts.

Question #10 50% correct

Locate information in a text that is needed to solve a problem.

Question #23 50% correct

Identify a main idea and supporting idea and their supporting details.

LEP – ELA Item Analysis Grade 5
2009-2010

Question #13 33% correct and # 6 50%

Evaluate info, ideas, opinions, and themes in texts by identifying and supporting details.

Question #10 50% correct

Recognize how author uses literary devices, such as simile, metaphor, personification, to create meaning.

Question #16 50% correct

Identify literary elements, such as setting, plot, and character, of different genres.

Question #22 50% correct

Identify information that is implicit rather than stated.

Focus areas, (for LEPs) for English Language Arts (ELA) grade level instruction for third, fourth and fifth grade should include:

Grade 3 LEPs - ELA

1. Identify and Main Idea and supporting details
2. Identify Conclusion that summarizes main idea
3. Evaluate whether events, actions, characters are realistic
4. Deriving the author's message / intent through the understanding of character, plot and setting
5. Make predictions / draw conclusions and inferences about events
6. Evaluate content by Identifying Important and Unimportant details
7. Distinguish between fact and opinion.

Grade 4 LEPs - ELA

1. Make predictions, draw conclusions, and make inferences about events

2. Evaluate the content by identifying important and unimportant details
3. Identify a conclusion that supports a main idea.
4. Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events.
5. Use knowledge of story structure, story elements, and key vocabulary to interpret stories.
6. Evaluate the content by identifying the author's purpose.
7. Use context clues, dictionaries and other classroom resources to determine meaning of unfamiliar words.
8. Collect, interpret data from unfamiliar texts
9. Locate, in text, information needed to solve a problem.
10. Identify a main idea and supporting idea and their supporting details.

Grade 5 LEPs - ELA

1. Evaluate info, ideas, opinions, and themes in texts by identifying and supporting details.
2. Recognize how author uses literary devices, such as simile, metaphor, personification, to create meaning.
3. Identify literary elements, such as setting, plot, and character, of different genres.
4. Identify information that is implicit rather than stated.

LEP – MATH Item Analysis Grade 3 2009-2010

Performance on the NYS Grade 3 Math Assessment by students with Limited English Proficiency (LEP) was generally successful. A review of the item analysis revealed that the three questions with the lowest percentage of correct answers in this population were in the 73% to 79% range. Those questions were, as follows:

Question #3 73% correct 3.N18

Use a variety of grouping strategies to add and subtract 3-digit number (with and without regrouping).

Question #8 78% correct 3.G02

Identify congruent and similar figures.

Question #13 79% correct 3.N24

Develop strategies for selecting the appropriate computational and operational method in problem solving situations.

LEP – MATH Item Analysis Grade 4 2009-2010

Performance on the NYS Grade 4 Math Assessment by students with Limited English Proficiency (LEP) was extremely poor. A review of the item analysis revealed that the group achieved 0% correct answers on 3 of 46 short answers, 25% correct on 2 of the same group of 46 questions and 50% correct on 17 of the same group of 46 questions

Those questions and performance indicators were, as follows:

Question #10 0% correct 4.N11

Read and write decimals to hundredths, using money as the context.

Questions #21 0% correct 4.N08

Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations.

Question #29 0% correct 4.M04

Select tools and units appropriate to the mass of the object being measured (grams and kilograms).

Question #12 25% correct 3.N14
 Explore equivalent fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$).

Question #30 25% correct 4.S04
 Read and interpret line graphs.

Question #2 50% correct 4.N02
 Read and write whole numbers to 10,000

Question #7 50% correct 3.A01
 Use the symbols $<$, $>$, $=$ (with and without the use of a number line) to compare whole numbers and unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$ and $\frac{1}{10}$).

Question #8 50% correct 4.N15
 Select appropriate computational and operational methods to solve problems.

Question #9 50% correct 4.G04
 Find the area of a rectangle by counting the number of squares needed to cover the rectangle.

Question #13 50% correct 4.A05
 Analyze a pattern or a whole-number function and state the rule, given a table or an input/output box.

Question #15 50% correct 3.G02
 Identify congruent and similar figures.

Question #16 50% correct 4.N04
 Understand the place value structure of the base ten number system: 10 ones = 1 ten, 10 tens = 1 hundred, 10 thousands = 1 ten thousand.

Question #17 50% correct 4.N13
 Develop an understanding of the properties of odd/even numbers as a result of multiplication.

Question #18 50% correct 4.N27
 Check reasonableness of an answer by using estimation.

Question #20 50% correct 4.M10
 Calculate elapsed time in days and weeks, using a calendar.

Question #22 50% correct 4.M01
 Select tools and units (customary and metric) appropriate for the length measured.

Question #23 50% correct 4.S05
 Develop and make predictions that are based on data.

Question #24 50% correct 4.A02
 Use the symbols $<$, $>$, $=$, and $?$ (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths).

Question #25 50% correct 4.N24
 Express decimals as an equivalent form of fractions to tenths and hundredths.

Question #26 50% correct 4.A03
 Find the value or values that will make an open sentence true, if it contains $<$ or $>$.

Question #27 50% correct 4.S06
 Formulate conclusions and make predictions from graphs.

Question #28 50% correct 3.N26
 Recognize real world situations in which an estimate (rounding) is more appropriate.

LEP – MATH Item Analysis Grade 5
 2009-2010

Performance on the NYS Grade 5 Math Assessment by students with Limited English Proficiency (LEP) as revealed on the item analysis showed that the group achieved 25% correct answers on 2 of 26 short answers, 38% correct on 1 of the same group of 26 questions and 50% correct on 6 of the same group of 26 questions

Those questions and performance indicators were, as follows:

Question #2 25% correct 5.G07
 Know that the sum of the interior angles of a triangle is 180 degrees.

Questions #15 25% correct 5.A02
 Translate simple verbal expressions into algebraic expressions.

Question #9 38% correct 5.G05

Know that the sum of the interior angles of a quadrilateral is 360 degrees.

Question #1 50% correct 5.M02

Identify customary equivalent units of length.

Question #11 50% correct 4.S04

Read and interpret line graphs.

Question #14 50% correct 5.G04

Classify quadrilaterals by properties of their angles and sides.

Question #20 50% correct 5.A03

Substitute assigned values into variable expressions and evaluate using order of operations.

Question #21 50% correct 4.N23

Add and subtract proper fractions with common denominators.

Question #24 50% correct 5.N05

Compare and order fractions including unlike denominators (with and without the use of a number line) Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.

Focus areas for LEPs for MATH grade level instruction for third, fourth and fifth grade should include:

Grade 3 LEPs - MATH

1. Strategies for 3 digit addition and subtraction.
2. Identify congruent and similar figures.
3. Develop strategies for selecting the appropriate computational and operational method in problem solving situations.

Grade 4 LEPs - MATH

1. Read and write decimals to hundredths, using money as the context.
2. Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations.
3. Select tools and units appropriate to the mass of the object being measured (grams and kilograms).
4. Explore equivalent fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$).
5. Read and interpret line graphs.
6. Read and write whole numbers to 10,000
7. Use the symbols $<$, $>$, $=$ (with and without the use of a number line) to compare whole numbers and unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$ and $\frac{1}{10}$).
8. Select appropriate computational and operational methods to solve problems.
9. Find the area of a rectangle by counting the number of squares needed to cover the rectangle.
10. Analyze a pattern or a whole-number function and state the rule, given a table or an input/output box.
11. Identify congruent and similar figures.
12. Understand the place value structure of the base ten number system: 10 ones = 1 ten, 10 tens = 1 hundred, 10 thousands = 1 ten thousand.
13. Develop an understanding of the properties of odd/even numbers as a result of multiplication.
14. Check reasonableness of an answer by using estimation.
15. Calculate elapsed time in days and weeks, using a calendar.
16. Select tools and units (customary and metric) appropriate for the length measured.
17. Develop and make predictions that are based on data.
18. Use the symbols $<$, $>$, $=$, and $?$ (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths).
19. Express decimals as an equivalent form of fractions to tenths and hundredths.
20. Find the value or values that will make an open sentence true, if it contains $<$ or $>$.
21. Formulate conclusions and make predictions from graphs.
22. Recognize real world situations in which an estimate (rounding) is more appropriate.

Grade 5 LEPs - MATH

1. Know that the sum of the interior angles of a triangle is 180 degrees.
2. Translate simple verbal expressions into algebraic expressions.
3. Know that the sum of the interior angles of a quadrilateral is 360 degrees.
4. Identify customary equivalent units of length.
5. Read and interpret line graphs.
6. Classify quadrilaterals by properties of their angles and sides.
7. Substitute assigned values into variable expressions and evaluate using order of operations.
8. Add and subtract proper fractions with common denominators.
9. Compare and order fractions including unlike denominators (with and without the use of a number line) Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.

IEP – Item Analyses – ELA and MATH

IEP – ELA Item Analysis Grade 3

2009-2010

Question #8 22% correct

Identify main ideas and supporting details in informational texts.

Question #5 44% correct

Evaluate the content by identifying whether events, actions, characters, settings are realistic.

Question #9 56% correct Identify main ideas and supporting details in informational texts.

Question #10 56% correct

Evaluate content by identifying the author's purpose.

Question #14 (56% correct)

Make predictions, draw conclusions, and make inferences about events.

Question #19 56% correct

Evaluate the content by identifying important and unimportant details.

Question #20 56% correct

Identify a conclusion that summarizes a main idea.

Question #23 56% correct

Identify elements of character, plot, and setting to understand the author's purpose or intent.

IEP – ELA Item Analysis Grade 4

2009-2010

Question #26 33% correct

Understand written directions and procedures.

Question #27 38% correct

Recognize and use organizational feature, such as table of contents, indexes, page numbers, and chapter heading/subheadings, to locate information.

Question #21 42% correct and #19 46% correct

Make predictions, draw conclusions, and make inferences about events and characters.

Question #17 50% correct

Make predictions, draw conclusions, and make inferences about events and characters.

Question #8 58% correct

Collect and interpret data, facts, and ideas from unfamiliar texts.

Question #20 58% correct

Use knowledge of story structure, story elements, and key vocabulary to interpret stories.

Question #23 58% correct

Identify a main idea and supporting details.

IEP – ELA Item Analysis Grade 5

2009-2010

MARCH 2011

Question #8 56% correct
Define characteristics of different genres.

Focus areas, (for IEPs) for English Language Arts (ELA) grade level instruction for third, fourth and fifth grade should include:

Grade 3 IEPs - ELA

1. Identify and Main Idea and supporting details in informational texts.
2. Evaluate the content by identifying whether events, actions, characters, settings are realistic.
3. Evaluate content by identifying the author's purpose.
4. Make predictions, draw conclusions, and make inferences about events.
5. Evaluate the content by identifying important and unimportant details.
6. Identify a conclusion that summarizes a main idea.
7. Identify elements of character, plot, and setting to understand the author's purpose or intent.
8. Identify Conclusion that summarizes main idea

Grade 4 IEPs - ELA

1. Understand written directions and procedures.
2. Recognize and use organizational feature, such as table of contents, indexes, page numbers, and chapter heading/subheadings, to locate information.
3. Make predictions, draw conclusions, and make inferences about events and characters.
4. Make predictions, draw conclusions, and make inferences about events and characters.
5. Collect and interpret data, facts, and ideas from unfamiliar texts.
6. Use knowledge of story structure, story elements, and key vocabulary to interpret stories.
7. Identify a main idea and supporting details.

Grade 5 IEPs - ELA

1. Identify literary elements, such as setting, plot, and character, of different genres.

IEP – MATH Item Analysis Grade 3 2009-2010

Question #3 22% correct 3.N18

Use a variety of strategies to add and subtract 3-digit number (with and without regrouping).

Question #18 56% correct 3.M09

Tell time to the minute, using digital and analog clocks.

Question #25 56% correct 3.S08

Formulate conclusions and make predictions from graphs.

IEP – MATH Item Analysis Grade 4 2009-2010

Question #29 29% correct 4.M04

Select tool and units appropriate to the mass of the object being measured (grams and kilograms).

Question #21 41% correct 4.N08

Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations.

Question #12 50% correct 3.N14

Explore equivalent fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$).

Question #24 50% correct 4.A02

Use the symbols $<$, $>$, $=$, and $?$ (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths).

Question #15 54% correct 3.G02

Identify congruent and similar figures.

Question #16 54% correct 4.N04

Understand the place value structure of the base ten number system: 10 ones = 1 ten, 10 tens = 1 hundred, 10 thousands = 1 ten thousand.

Question #27 54% correct 4.S06

Formulate conclusions and make predictions from graphs.

Question #25 58% correct 4.N24

Express decimals as an equivalent form of fractions to tenths and hundredths.

Question #28 58% correct 3.N26

Recognize real world situations in which an estimate (rounding) is more appropriate.

IEP – MATH Item Analysis Grade 5

2009-2010

Question #9 33% correct 5.G05

Know that the sum of the interior angles of a quadrilateral is 360 degrees.

Question #14 33% correct 5.G04

Classify quadrilaterals by properties of their angles and sides.

Question #1 56% correct 5.M02

Identify customary equivalent units of length.

Question #12 56% correct 4.G08

Classify angles as acute, obtuse, right, and straight.

Question #15 56% correct 5.A02

Translate simple verbal expressions into algebraic expressions.

Summary – Schoolwide Areas to Target ELA

Focus areas for third grade instruction should include:

1. Main idea and supporting details
2. Deriving the author's message / intent through the understanding of character, plot and setting
3. Using specific evidence to describe characters, actions of characters, and motivation of characters.

Focus areas for 4th grade ELA instruction should include:

1. Listening, reading, and writing for literary response and expression.
2. read, write, listen, and speak for critical analysis and evaluation.
3. Read, write, listen, and speak for critical analysis and evaluation.

Focus areas for 5th Grade ELA instruction should emphasize:

1. Editing mechanics
2. Identifying central idea and supporting details
3. Understanding the characteristics of different genres

.Barriers to school improvement-

- Large class size on some grades

Aids to improvement-

- Implementation of "ImagineLearning" computer program- an intensive program for ELL students
- Push in/pull out services through Contract for Excellence providing Tier II intervention
- Targeted PD for teachers in strategies for teaching writing

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> Annual Goal: By June 2011, median growth percentile for all students in Grade 4 in ELA NYS Assessment will increase from 62.5% to 70% through use of data to differentiate instruction and to increase academic rigor.	<input type="checkbox"/> To increase literacy achievement through analysis of data for differentiation of instruction.
<input type="checkbox"/> By June 2011, median growth percentile for all students in Grade 4 in NYS Math Assessment will increase from 57.0% to 67% through use of data to differentiate instruction and to increase academic rigor.	<input type="checkbox"/> Increase student achievement in mathematics through analysis of data, including item analysis, which will drive co-planning.
<input type="checkbox"/> By June 2011, the number of students with IEPs who achieve ELA growth in the 75th percentile will increase from 50% to 60%.	<input type="checkbox"/> To increase academic achievement of students with IEPs, through collaboration, and co-planning around analysis of data, including item analysis and sharing of best practices.
<input type="checkbox"/> By June 2011, 90% of teachers will self-reflect and self-assess the achievement of their professional development goals based upon the “Engagement of Student Learning” continuum from the Professional Teaching Standards.	<input type="checkbox"/> To support a community of professionals seeking to improve student engagement by learning and sharing effective teaching practices.
<input type="checkbox"/> By June 2011, 60% of classroom teachers will infuse dance techniques, language and vocabulary in teaching and learning as measured by observation forms and student rubrics.	<input type="checkbox"/> <input type="checkbox"/> To infuse the arts into the standards based curriculum - English Language Arts, by collaborating with professionals across disciplines.

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

Literacy

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Annual Goal:</p> <p>By June 2011, median growth percentile for all students in Grade 4 in ELA NYS Assessment will increase from 62.5% to 70% through use of data to differentiate instruction and to increase academic rigor.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Teacher Teams will use authentic student work to identify best practices and determine next steps for instruction. Administrators will regularly review student work and teacher plans to ensure coherent instructional practices and assessments that suitably monitor student performance and progress.</p> <p>Data, such as Acuity Interim Assessments, ELA Item Analysis, and classroom Formative and Summative will be analyzed by Teacher Teams.</p> <p>Classroom teachers will differentiate explicit instruction through Tier 1 teaching in classroom, based upon Teacher Team co-planning, with additional small group instruction through AIS, Academic Intervention F-Status teacher, and Related Services.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Tax Levy Fair Student Funding (Substitute Teachers)</p> <p>Tax Levy Fair Student Funding (Teacher Salary)</p> <p>Tax Levy NYSTL -literacy materials and consumables</p> <p>IDEA ARRA Mandatory CEIS (Instructional coach)</p> <p>Contract for Excellence (three day Intervention Support)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Review of teachers' lesson plans periodically.</p> <p>Review assessment binders in September, November, January, April, and June.</p> <p>Identify student groups and sub-groups.</p> <p>Walk-throughs and/or informal observations.</p> <p>Review targeted assessments, Acuity,</p>

Subject Area
(where relevant) :

Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, median growth percentile for all students in Grade 4 in NYS Math Assessment will increase from 57.0% to 67% through use of data to differentiate instruction and to increase academic rigor.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Teacher Teams will use assessments results of Everyday Math and Acuity Targeted Assessments to identify best practices and determine next steps for instruction. Administrators will regularly review assessments results of Everyday Math and Acuity Targeted Assessments and teacher plans to ensure coherent instructional practices and assessments that suitably monitor student performance and progress.</p> <p>Data, such as Acuity Interim Assessments, ELA Item Analysis, and classroom Formative and Summative will be analyzed by Teacher Teams.</p> <p>Classroom teachers will differentiate explicit instruction through Tier 1 teaching in classroom, based upon Teacher Team co-planning, with additional small group instruction through AIS, Academic Intervention F-Status teacher, and Related Services.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Tax Levy NYSTL - math materials and consumables.</p> <p>Tax Levy Fair Student Funding - hiring of substitute teachers</p> <p>Tax Levy Fair Student Funding - Responsible Staff: 3-5 Classroom teachers, Administration</p> <p>IDEA ARRA Mandatory CEIS (intervention)- Network Instructional Coach</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Acuity Targeted Assessment Timeline: Nov 2010, Jan 2011, and March 2011 End of unit assessments Review assessment binder - Sept, Nov, Jan, March and June.
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**Subject Area
(where relevant) :**

Literacy - Students with IEPs

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, the number of students with IEPs who achieve ELA growth in the 75th percentile will increase from 50% to 60%.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Action Plan Teacher Teams will use authentic student work to identify best practices and determine next steps for instruction. Administrators will regularly review student work and teacher plans to ensure coherent instructional practices and assessments that suitably monitor student performance and progress. Data, such as Acuity Interim Assessments, ELA Item Analysis, and classroom

	<p>Formative and Summative will be analyzed by Teacher Teams.</p> <p>Classroom teachers will differentiate explicit instruction through Tier 1 teaching in classroom, based upon Teacher Team co-planning, with additional small group instruction through AIS, Academic Intervention F-Status teacher, and Related Services.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Tax Levy Fair Student Funding (Substitute Teachers)</p> <p>Tax Levy Fair Student Funding (Teacher Salary)</p> <p>Tax Levy NYSTL (textbooks)</p> <p>IDEA ARRA Mandatory CEIS (Substitute Teacher coverage)</p> <p>Contract for Excellence (three day Intervention Support)</p> <p><input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Review of teachers' lesson plans periodically.</p> <p>Review assessment binders in Sept, Nov, Jan, March and June.</p> <p>Identify student groups and sub-groups.</p> <p>Walk-throughs and/or informal observations.</p>

Subject Area
(where relevant) :

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, 90% of teachers will self-reflect and self-assess the achievement of their professional development goals based upon the “Engagement of Student Learning” continuum from the Professional Teaching Standards.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Staff members will identify strengths and needs to improve their practice around effectively engaging students through the use of the Professional Teaching Standards.</p> <p>Teachers will participate in professional offerings related to their goals.</p> <p>Teachers will participate in inter-visitations within the school community to share and learn best practices.</p> <p>Teachers will participate in inter-visitations to other schools to learn best practices.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>\$13,482.00 Tax Levy Fiscal Year 11 Shortfall (Substitute teachers)</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Participants will be assessed via interviews and surveys before and after retreats.</p> <p>Students work critiquing choreography.</p> <p>Ongoing assessments using a variety of approaches.</p> <p>Students self-assess own work, and peers' work, using rubrics</p> <p>Alvin Ailey Residencies Attend Ailey matinee, create original narratives, critique choreography, assessments - Early grades - October to January and upper grades - February - April.</p>
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**Subject Area
(where relevant) :**

Dance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, 60% of classroom teachers will infuse dance techniques, language and vocabulary in teaching and learning as measured by observation forms and student rubrics.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Teachers will collaboratively refine mission, goals and assessment strategies based on the previous year's results of interviews, surveys and critiques.</p> <p>Students will learn American Ballet Theatre's, and Paul Taylor's, choreographic devices and structures, and create and assess original signature dance pieces.</p> <p>Students will use dance as inspiration to infuse appropriate language and vocabulary while writing in response to, or reviewing, dance experiences.</p>

	<p>Students will produce informative/explanatory, or opinion writing pieces about a dance experience.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> \$5,000.00- Tax Levy Fair Student Funding; matching funds from Empire State Partnership Grant</p> <p>\$5,000.00- Gift from PTA; matching funds from Empire State Partnership Grant</p> <p>Tax Levy Fair Student Funding - substitute coverage - Professional Development</p> <p>Performances, in-school dance residencies, professional development, teaching artists</p> <p>Responsible Staff Members: Classroom teachers, Teaching Artists - City Center</p> <p>Cultural Arts Grant in Partnership with City Center- \$20,000. for after school Digital technology, dance and poetry, and Encores program. funding paid directly to partnership organization.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Collaboratively refine the mission, goals and assessment strategies based on last year's results</p> <p>Learn Paul Taylor's choreographic devices and structures and create and assess original signature short pieces with the guidance of Company artists and NYCC TA's.</p> <p>Use inquiry-based approach in professional development, pre- and post- performance workshops and residencies.</p> <p>Use of ETSL Model (Evidence of Teaching and Student Learning)</p> <p>Grade 5 Encores Residencies will enable participating students to interpret masterworks, creating original choreography, scripts and songs and critique peer work.</p>

Incorporate dance, poetry, and video through Grade 4 Digital Arts Program.

The target population are students in 12 classes.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	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			N/A	N/A	1			
1	16	16	N/A	N/A	1		1	
2	14	14	N/A	N/A			2	
3	29	29	N/A	N/A	3		3	1
4	22	22	19	19	1			1
5	31	21	31	31	1			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

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><input type="checkbox"/> AIS Level 1 Intervention - Small group instruction provided by classroom teacher for students as needed during school day, during class time, by teacher, or other support staff who may be working in that classroom. Contract for Excellence 2010-2011 - Push-in or pull-out program providing literacy support to our 3rd, 4th, and 5th grade students who are identified as our Level 3 and Level 4 students who may need additional support to help them make expected progress, and are not presently receiving AIS support in any other program. It is delivered in small groups, during the school day, by an AIS teacher, 3 days a week, reducing teacher-student ratio during literacy periods for these students.</p> <p>Test Prep Program - Small group, after school program to support all students in Literacy skills.</p> <p>ESL-Title III - After school ESL program for grades 3,4 and 5, with the following programs used to differentiate instruction and meet children's individual literacy needs : Leapfrog, Imagine Learning, and "Treasures" ELL component.</p> <p>Learning Leaders - Adult volunteers from the community who provide 1:1 help for children in all academic areas, as available.</p> <p>AIS Extended Day - Two 50-minute periods, Monday and Tuesday, following our regular dismissal: for all students considered Levels 1 or 2, and in some cases low level 3, to provide support in all areas of literacy, using Wilson, Leapfrog, Imagine Learning, computer programs in small groups of 10 students.</p>
Mathematics:	<p><input type="checkbox"/> AIS Level 1 Intervention - In classroom, during regular class time by teacher or support staff within the classroom, small group or 1:1 instruction or support given regularly or as needed. Test Prep Program- Program available to all 3rd, 4th, and 5th graders to support them in math skills, small group instruction.</p>

	<p>AIS Extended Day - Two 50 minute periods, Monday and Tuesday following our regular dismissal time. It is for all students considered Levels 1 or 2 and in some cases a low level 3, to provide support in all areas of mathematics, using small group instruction and computer programs, such as Study Island, AAAMath.com, coolmath.com, mathcats.com, funbrain.com, in groups of 10 students or less, throughout the school year.</p>
Science:	<p><input type="checkbox"/> AIS Level 1 Intervention - In classroom, during regular class time by teacher or support staff within the classroom, small group or 1:1 instruction or support given regularly or as needed.</p> <p>AIS Extended Day - Two 50-minute periods, Monday and Tuesday, following our regular dismissal: for all students considered Levels 1 or 2, and in some cases low level 3, to provide support.</p> <p>In addition to the state mandated periods of science instruction, students in Grade 4 will receive an additional 45 minute period of instruction in Science per week. The science lab will be used as a vehicle to provide AIS instruction</p>
Social Studies:	<p><input type="checkbox"/> During the school day, students receive instruction in Social Studies content, reading comprehension skills and writing skills, with an emphasis on informational text, and writing to extended responses based upon data.</p> <p>In addition to the state mandated periods of Social Studies instruction, students will receive an additional 50 minutes of AIS instruction in Social Studies per week, Sept.-Nov.</p> <p>The AIS period will be tailored to meet the specific needs of each student.</p>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/> Counseling - Guidance Counselor provides 1:1 or small group counseling and support to non-mandated students who are at risk, during the school day, one period a week, or more if needed.</p>
At-risk Services Provided by the School Psychologist:	<p><input type="checkbox"/> Provides counseling and support to non-mandated students who are at-risk.</p> <p>The school psychologist will offer clinical services, agency referrals, and educational,</p>

	<p>social and personal services during the school day on an as needed basis to at-risk students. This service will identify emotional, social neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Social workers will provide counseling services and support to non-mandated at-risk students. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/></p> <p>School Nurse - Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.</p> <p>Nurse facilitates a morning class for students with asthma.</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 18

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) Diane Tratner, AP

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.

There will be two groups of students that will participate in the ESL Title III After School Program, beginning on Jan. 3, 2011. The program will take place on Mondays and Tuesdays, from 3:30 - 5:00 PM. Grade 3-5 ESL students who are identified as intermediate or advanced (approximately 13 students) will work with Madelyn Wasserman, a certified ESL teacher. The Grade 3 - 5 ESL students who are identified as beginners (approximately 5 students) will be grouped with Terri Santiago, who is a Gen. Ed. teacher, with ESL certification. The benefit to the beginner students working with Ms. Santiago is that they are primarily Spanish speaking and she is fluent in that language. The program will run for a total of 25 sessions. There will be 6 planning sessions with the two teachers and the Assistant Principal. Students will be working on improving test taking strategies for the NYSESLAT and the ELA through direct instruction from the teacher. In addition, the Leapfrog system, which consists of Language First, High Interest/Low Readability books will be used. Using Leapfrog, the students take reading assessments that place them on an appropriate level. Also, the Imagine Learning System, which is a software ESL literacy program will be used for independent work. Imagine Learning English teachers direct vocabulary development (including academic language), listening and speaking, phonemic awareness, emergent literacy, and school readiness, with individualized lessons and graphic support. Through the program, each student receives differentiated instruction that is designed to adapt to individual needs. In order to support test taking strategies, teachers will be utilizing materials such as "Finish Line for ELLs: English Proficiency Practic", "Phonics and Word Study for ELLs", "Journey into Reading: Strategies for Comprehension with Vocabulary". In order to support direct instruction, teachers will be using materials such as "Carousel Theme Pictures", and "Carousel Picture and Word Cards".

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.

PD will take place on a bi-weekly basis, when the two Title III teachers meet for one hour with the supervisor in order to jointly plan instruction.

Section III. Title III Budget

—

School: PS 193Q -Alfred J. Kennedy
BEDS Code: 342500010193

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	\$6620.00	<input type="checkbox"/> <input type="checkbox"/> Two teachers at the per session rate of \$49.89 for a total of 25 sessions of 1 1/2 hours each. Two teachers at the per session rate of \$49.89 for a total of 6 1 hour planning sessions. Total = \$4349.00 Supervisor of Title III program at the per session rate of \$52.21 for a total of 25 sessions of 1 1/2 hours each. Supervisor at the per session rate of \$52.21 for a total of 6 1 hour planning sessions. Total = \$2271.00.
Purchased services - High quality staff and curriculum development contracts	\$0.0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1970.00	<input type="checkbox"/> <input type="checkbox"/> - Finish Line for ELLs: English Proficiency Practice: 30 student workbooks and 6 Teachers Guides (Grade 3 - 5 for two teachers). = \$761.00 - Phonics and Word Study for ELLs: 30 student workbooks and 6 Teachers Guides = \$264.00 - Journey into Reading: Strategies for Comprehension with Vocabulary- 30 student workbooks and 6 Teachers Guides = \$374.00 - Carousel Theme Pictures (Ballard) - \$217.00 - Carousel Picture and Word Cards (Ballard) - \$374.00

Educational Software (Object Code 199)	\$3750.00	<input type="checkbox"/> Imagine software license renewal
Travel	\$0.0	<input type="checkbox"/> N/A
Other	\$0.0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our school compiled results of survey from teachers, Parent Coordinator survey, past requests from parents, ATA OTELE report and the Home Language Information Survey (HLIS).

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.

- A. Three major languages spoken in P.S. 193 other than English are :Chinese, Korean and Spanish
- B. The following languages are spoken by a small number of parents: Greek, Arabic, Farsi, Italian, Persian, Hungarian, Japanese, Urdu, Polish, Portuguese and Pashtu. The findings will be reported to the school community via the parent newsletter.

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.

PTA notices

Open school invitations

Special event/activity announcements, school newspaper

Central notices not already available in translated versions, etc.

School automatic messaging system is able to send school wide messages in Spanish.

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.

In-house school staff or parent volunteers will be available for oral interpretation at:

-Student Admissions

-ELL Parent Orientations

-PTA Meetings, Open School, special events/activities, parent workshops

-Group or Individual parent meetings

-Counseling

-Telephone communications

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

The parent coordinator and school secretary will maintain a list of parents who need translation services. Notices will be sent in the specific languages needed. Letters will be sent to the DOE Translation Office for general translation of form letters. The school will access the need for services and provide as needed.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Non Title I School
2. Please describe the services you are planning to provide to the STH population. Non Title I School

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
0
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

CEP RELATED ATTACHMENTS

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

File Name - 28_25Q193_102810-162059.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 25	School Number 193	School Name Alfred Kennedy
Principal Joyce Bush	Assistant Principal Diane Tratner		
Coach	Coach		
Teacher/Subject Area Madelyn Wasserman/ESL	Guidance Counselor Meiling Liu		
Teacher/Subject Area Leonard Micharlson/CTT Teacher	Parent		
Teacher/Subject Area	Parent Coordinator Nicole Bellomo		
Related Service Provider	Other Patricia Goldberg/PT AIS		
Network Leader type here	Other type here		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	453	Total Number of ELLs	41	ELLs as Share of Total Student Population (%)	9.05%
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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.

1. Our ESL Teacher or other pedagogue assists parents of new admits to our school when they fill out the Home Language Identification Surveys HLIS and are screened. Translators are available when needed. The ESL teacher, who has an ESL license, administers the LAB-R, if needed. Our ESL teacher, our general education teacher who has an ESL license and Several other teachers annually administer the NYSESLAT test. These teachers have been trained by our ESL teacher to administer this test.
2. Regarding parental choice the ESL teacher sends letters in September of each year, in appropriate languages, inviting parents of children who speak another language in the home and did not pass the LAB R to a meeting. At the meeting a video is shown in several languages to inform parents of their choices regarding the three models: ESL, Dual Language and Bilingual.
3. After the video, parents fill out the Parent Selection Form and Parent Survey and discuss any question they might have. The LAP committee reviews these forms at a meeting, and they have shown that 100% of the parents of our new admits for last year 2009/2010 school year had returned the form and had chosen free-standing ESL as their model. No requests have been made for a bilingual program in the past. We are working to get all of our forms returned for the 2010-2011 school year.
4. No parents have requested a bilingual program this year. This is discussed at the orientation with the parents by way of translators if needed.
5. For the past few years, all the the parents of our new admits have chosen the ESL instructional program as their first choice (100%)
6. The program we have at PS 193 is ESL and that has been the choice of the parents of our new admist and all of our ESL students.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown													
K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)															0
Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained	2														2
Push-In				1	1										2
Total	2	0	0	1	1	0	0	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	33	0	2	8	0	5				41
Total	33	0	2	8	0	5	0	0	0	41

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6		2	2	4	4								18
Chinese	3	2	1	1	1									8
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	4	1			3									8

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
Punjabi														0
Polish														0
Albanian														0
Other		3	1	3										7
TOTAL	13	6	4	6	8	4	0	41						

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. To assure that the mandated number of instructional minutes is provided for all ELLs, we are using both a push-in and pull out mode. We have grouped our ELLs in one class on the grade. We are using that model in grades K through 5. The general education classes in our school are heterogeneous, and our ELL's are placed in those classes by age.

2. For the 2010-2011 school year all ELL kindergarteners have been placed in one class. This class is being taught by a General Education teacher with ESL certification. These students are receiving their 360 minutes of ESL in their classroom, ESL strategies are used throughout the school day. Our newcomers (beginners) are receiving 8 periods (360 minutes) of ESL each week, to help them learn vocabulary and skills in the content areas. Our intermediates also receive 360 minutes of ESL a week to help them reach the goal of passing the NYSESLAT exam and moving up on the ELA and Math state exams. Our advanced ELLs receive 4 periods (180 minutes) of ESL per week with the goal of passing the NYSESLAT and also moving up on the ELA and math tests.

3. Our ESL teacher will be pushing in to the science classes in grades 2,3,4 during the 2010-2011 school year to provide academic language for the ELLs and to work with the science teacher to make content comprehensible for our ELLs. Our ESL teacher will also push into a general education class for grades 2 and 4 and 5 during social studies to enrich language and make content comprehensible in these areas as well.

4. A. We do not currently have any SIFE students.

b. During both our push in and pull out model the following instructional approaches and methods are used to make content coomprehensible and enrich language development using ESL strategies: pre-teaching activities, total physical responses (TPR) and cooperative learning activities, teacher modeling, use of manipulatives and visuals, peer tutoring and lessons with hands-on activities. The ESL teacher introduces high interest and grade appropriate topics and supports topics being learned in the general education classroom.

ESL strategies are infused in content area instruction. Throughout the day the classroom teacher provides additional language development instruction both in language acquisition and in content area. The ESL teacher introduces high interest and grade appropriate topics eg

holidays, home and school events and everyday experiences. In addition the ESL teacher provides support for content area subjects. These topics are the center of language rich lessons that stress the acquisition of vocabulary and concepts. Through these multi-modality activities students are offered many and varied opportunities to integrate listening, speaking reading and writing daily.

C,D,E We do not currently have any Long-term Ells (completed 6 years)

The children who have been in ESL for many years and our special needs Ells receive ESL and AIS services. Many of them receive SETSS, Speech and Occupational Therapy as well. The services provided to long term Ells are as follows: AIS services both during the school day, and after school, AIS during the day in the SETSS program, ongoing throughout the year. In addition our school will use our two weekly 50 minute periods at the end of the day for AIS services. During this time, ELL students are assigned to work with specific teachers and receive additional help.

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

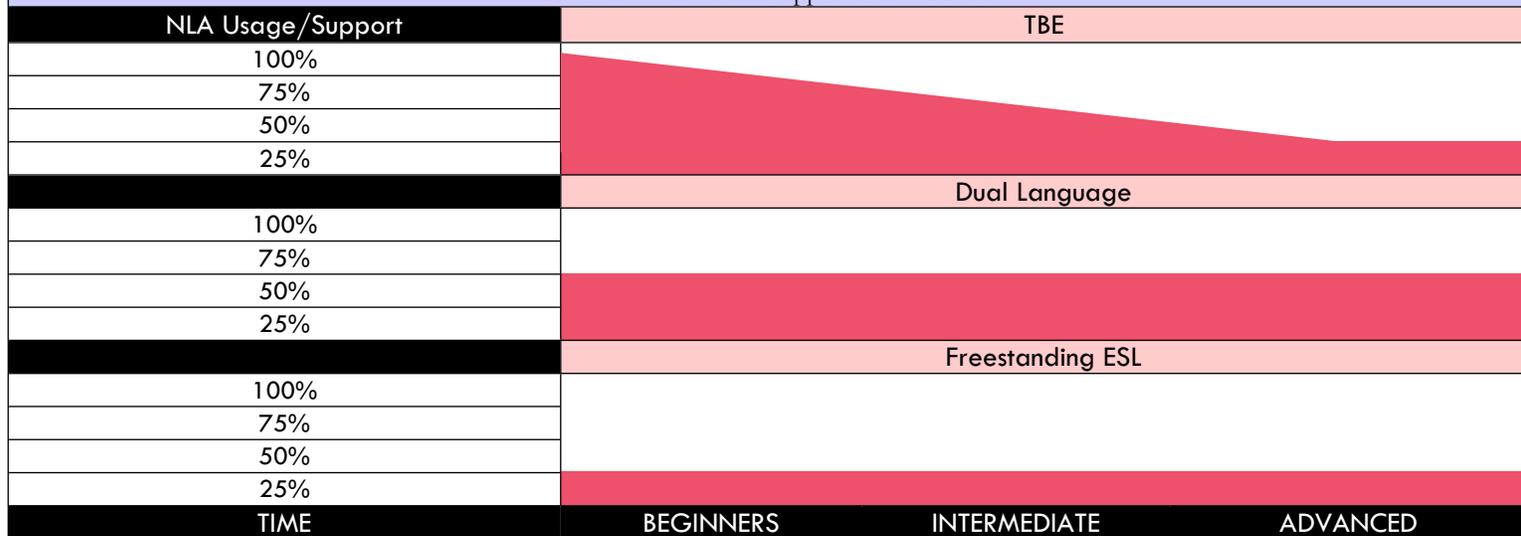
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. The ESL teacher examines results of Periodic/Interim Assessments as scores become available to us, to inform our instruction. In analyzing the results the teacher determines which individual ELLs are weak in particular areas. Using this information it is decided how to address their needs with additional help. This may include participation in AIS, use of technology, small group instruction in classrooms, and support for the General Education curriculum by the ESL teacher in either the pull out periods, or periods when the ESL teacher works with students in their classrooms.

The ESL teacher will collaborate with classroom teachers to plan strategies for reading and writing for the ELLs, using the Treasures Reading program. In addition ELLs are assigned to various AIS programs throughout the school, ongoing through the year, working on reading, writing and math. During the 50 minute AIS periods, we try to help our ELLs struggling in reading and math by differentiating the instruction further based on any weak areas such as math phonics, comprehension or writing. This works well because our ELLs receive additional support on skills they need in a small group setting. All of our ELLs who are in testing grades receive time and a half extended time, and separate location to take state assessments.

6. We are carefully following our ELLs who have reached proficiency on the NYSESLAT exam. Those students also receive extended time (time and a half) on State Assessments, and take the test in a separate location. The children who have passed out of ESL receive this support for two years. If these children are having any difficulties they are referred for AIS help after school.

7. We will be continuing our Title III ESL After School Program for the 2010-2011 school year. We will be changing our format to better meet the needs of our ELLs. Grades 3,4,and 5 will meet two days a week after school to work on math and literacy skills.

8. We are continuing all previous programs and services for our ELLs during the 2010-2011 school year.

9 Our ELLs have equal access to all school programs. Our ELLs have the same access to our Sports and Arts after school program. They also have the opportunity to stay for AIS help and Title III.

10. In addition we have continued to receive ESL funds(TitleIII) enabling us to provide an after school literacy program 2 times a week, for grades 3-5. With these funds we purchased the Imagine Learning English Program, a computer based instructional program that teaches children English using 1-1 instruction. Imagine Learning allows us to differentiate instruction for each ELL while working on vocabulary, phonic awareness, conversations letter recognition, listening comprehension and reading fluency. Twenty-six of our ELLs have been placed on this program and have access to it in their classrooms, and in the ESL room. Progress is shown on detailed reports for the student and teacher. We purchased the Treasures Reading Program as the literacy program for the entire school which has an ESL component and differentiates instruction by levels. Our Leapfrog System provides a great deal of support for our ELLs. We are currently using Leapfrog assessments and skill cards, which are differentiated for each child's reading level. We have Leapfrog interactive books, a Leapfrog leveled library and a phonics series. For our beginners we also use the Leapfrog Language First Series, a multi-sensory program for English language

development. This program is a series of books, designed to develop English language proficiency, but in addition it supports reading instruction, appropriate to the child's level of language proficiency. Directions for all "Language First" activities can be accessed by the children, in their native languages for vocabulary development. We also are using Acuity tutorials to provide reading and skills practice for our ELLs on their level. We are also using the Rigby ELL assessment kit and leveled library. Using the Rigby In-Step leveled readers we are reading leveled books and working on comprehension skills in the academic subject areas as well. Our plan is to help all of these children work their way from 8 periods of ESL a week to 4 periods a week, and then on to passing the NYSESLAT exam.

11. Native language support is delivered to the beginner ELLs in our Imagine Learning English Program. Directions to the activities are given in the child's native language. Directions for the Language First part of the Leapfrog are also given in a student's native language. We also have books and charts and dictionaries in native languages. Multicultural materials are also available.

12. All of our ELLs are placed in classes based on their ages and are given support and help based on their age. No student is placed in a class based on ability level.

13. We do not offer any activities to newly enrolled ELLs before the school year begins.

14. We do not offer any language electives in PS 193.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for ELLs in each grade?
2. How much of the instructional day are 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)?

D. Professional Development and Support for School Staff

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

1. The ESL personnel in PS 193 participate in ongoing staff development that occurs for all of the staff during the year. The ESL teacher has recently attended two staff development sessions given by one of our network support persons, Brooke Barr, regarding literacy. In addition professional development in the area of ESL is available both through the Dept of Education of NYC and through our network, and will be ongoing throughout the year, and is yet to be determined at this time.

2. In transitioning from elementary to middle school, teachers indicate all information necessary for placement in classes and into ESL programs and forward this information through our guidance office to the schools chosen by the respective students/parents, insuring that all services which should be provided in the next school are indicated on the child's record. Much help is available through our guidance dept to assist parents in this transitional time.

3. Our Network Support Specialist for ESL and our ESL teacher will provide ongoing professional development during the school day, at Professional Development meetings, and at Faculty Conferences to ensure that the classroom teachers receive the 7 1/2 hours they need in teaching ELLs and 10 hours for Special Education teachers and paraprofessionals.

E. Parental Involvement

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

- 1.. The ESL parnts of our new admits come to our school for an orientation meeting. During the schoo year, the ESL teacher is available to meet with all parents of ELLs on ack to school night, and during our two parent-teacher conferences. During the year there is ongoing contact as needed in the form of conferences, or on the telephone. The ESL teacher also participates in SBST meetings involving all ESL students with an IEP, as well as Annual Reviews of IEPs.
2. The parent coordinator of PS 193 has access to information about workshops in the district and provides this information to the parents of all of our ELLs.
3. We evaluate the needs of the ESL parents, on an individual basis. We provide translators for our ELLs' parents during Parent Teacher Conferences. We provide translated letters and notices when necessary. We use translators as needd during SBST or annual reievw processes.
4. All of the prior services offered to our ELL parents make them fully aware of how their children are performing in school, how the school can help them and how they as parents can help their children.

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)	9	2	1	1	2	3								18
Intermediate(I)	4	4	2	3	5	1								19
Advanced (A)			1	3	1									5
Total	13	6	4	7	8	4	0	0	0	0	0	0	0	42

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	4		1	8
4	1				1
5	3	3			6
6					0
7					0

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

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. We used the DiBELs (Dynamic Indicators of Basic Early Literacy Skills) Assessment tool in PS 193. There are three levels of achievement in DiBELs: Intensive (intensive help), Strategic (must be monitored for possible risk), and Benchmark (met goals). It monitors progress so we can

intermediates and two beginners. Our Grade 2 ELLs are one Beginner, two Intermediates, and one Advanced. In Grade 3 where all of our ELLs are Advanced, we can try to focus on higher level thinking skills and academic language to move them ahead and have them pass the NYSESLAT. For our fifth graders who are beginners and in this country less than one year we need to focus on vocabulary and also academic language. Our special education CTT ELLs in third and fifth and our self contained grade four ELLs need help with reading and comprehension skills. In grades one and two we need more differentiation because of the varied proficiency levels. This data can be used to drive instruction for all of our ELLs to move them ahead.

3. After carefully analyzing the patterns across NYSESLAT modalities – Reading/Writing and Listening/Speaking, we have come to the conclusion that most of our ELLs were stronger on Listening/Speaking. Thus we are putting more emphasis on Reading/Writing skills for those students without turning our backs on Listening/Speaking for those students who still need help in those areas.

4b. We will be using the results of the Periodic Assessment to focus on the areas in which the ESL students need improvement.

4c. We use the Item Analysis from the Periodic Assessment to determine trends which will guide instruction in Listening, Speaking, Reading and Writing. We use this data to drive instruction for our ELLs. The ESL Periodic Assessments show that we need to have more focus on reading and writing skills especially in the content areas and in informal text.

5. We do not have dual language programs in P.S. 193.

6. We use the NYSESLAT scores and state reading, math, and science scores to evaluate the success of our programs for ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 193 Alfred J. Kennedy					
District:	25	DBN:	25Q193	School		342500010193

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	51	53	54		94.7	95.1	95.2
Kindergarten	78	66	64				
Grade 1	69	69	58	Student Stability - % of Enrollment:			
Grade 2	70	71	64	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	85	73	80		97.1	97.2	95.5
Grade 4	83	79	74				
Grade 5	78	91	82	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		18.9	28.0	32.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	0	1
Grade 12	0	0	0				
Ungraded	1	5	2	Recent Immigrants - Total Number:			
Total	515	507	478	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	0	0

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	27	17	21	Principal Suspensions	18	16	13
# in Collaborative Team Teaching (CTT) Classes	22	18	22	Superintendent Suspensions	9	0	5
Number all others	38	34	28				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	39	37	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	9	7
# receiving ESL services only	39	42	TBD				
# ELLs with IEPs	7	11	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	8	5	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	87.2	91.9	97.0
				% more than 5 years teaching anywhere	76.9	81.1	97.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	97.0	97.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	91.0	86.8	86.3
Black or African American	0.8	0.8	0.8				
Hispanic or Latino	13.4	13.2	14.9				
Asian or Native Hawaiian/Other Pacific	17.9	19.3	19.9				
White	67.6	66.1	64.2				
Male	52.8	50.9	49.6				
Female	47.2	49.1	50.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial							
Students with Disabilities	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:	10.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	6.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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