



P.S. 207 ROCKWOOD PARK

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 207 ROCKWOOD PARK
ADDRESS: 159-15 88 STREET
TELEPHONE: 718-848-2700
FAX: 718-848-4226

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010207 **SCHOOL NAME:** P.S. 207 Rockwood Park

SCHOOL ADDRESS: 159-15 88 STREET, QUEENS, NY, 11414

SCHOOL TELEPHONE: 718-848-2700 **FAX:** 718-848-4226

SCHOOL CONTACT PERSON: LINDA SPADARO **EMAIL ADDRESS:** LSpadar@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Patricia Biordi

PRINCIPAL: LINDA SPADARO

UFT CHAPTER LEADER: Patrick Muraco

PARENTS' ASSOCIATION PRESIDENT: Mary Gallagher

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** Children First Network 301

NETWORK LEADER: JOANNE BRUCELLA/Olga Mejia-Glenn

SUPERINTENDENT: MICHELE LLOYD-BEY

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Linda Spadaro	Principal	Electronic Signature Approved. Comments: Approved
Patrick Muraco	UFT Chapter Leader	Electronic Signature Approved. Comments: Approved
Lisa Sullivan	UFT Member	Electronic Signature Approved. Comments: Approved
Mary Gallagher	PA/PFTA President or Designated Co-President	
John Cassidy	Parent	Electronic Signature Approved. Comments: Approved
Catherine DAndrea	Parent	Electronic Signature Approved. Comments: approved
Patricia Biordi	Parent	Electronic Signature Approved. Comments: Approved
Susan Blakely	UFT Member	Electronic Signature Approved. Comments: Approved
Barbara Ingargiola	Parent	Electronic Signature Approved. Comments: Approved
Graceann Russo	Parent	Electronic Signature Approved. Comments: Approved
Vita Leone	Parent	
Anthony Scimeca III	UFT Member	

Melissa Gonzalez	UFT Member	
Kristine Nappo	Admin/CSA	Electronic Signature Approved. Comments: Approved

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS/MS207 serves pre-kindergarten through grade 8. Our students are provided with a rich environment that enhances their learning and social development. Instruction is differentiated and data driven to enable our students to grow and develop to their maximum potential.

For two consecutive years, we have received an A on our Progress Report. Our DISC score is 100%. We will continue to work diligently to maintain as well as improve our statistics. In the 2009/2010 school year, a total of 433 students were tested in grades 3 through 8. In ELA, 410 students (94.7%) achieved Level 2, 3, or 4 and 23 students (5.3%) scored at Level 1. In Math, 429 students (99.3%) achieved Level 2, 3, or 4 and three students (0.7%) scored at Level 1. All Level 1 and Level 2 students will receive small-group AIS. Seventy-three grade 5 students took the NYS Social Studies exam. Ninety-six percent achieved Level 3 or 4. Sixty-eight grade 4 students took the NYS Science exam. All students achieved Level 3 or 4.

The middle school will have several changes in 2010/2011. Grade 5 students have applied to the regents' track. Their selection is based on a questionnaire, teacher recommendation, academic record, and an interview. We programmed the ICT classes so that a greater number of grade 8 students can take the Integrated Algebra regent and the Earth Science regent. A wide variety of clubs have been offered for all middle school students. Participation will be rotated so that students can experience a variety of activities.

Our grade 5 students participate in a 12-week Ballroom Dancing program, which culminates in a performance for parents. Middle school students enjoy a variety of talent classes. In 2010/11, in addition to grades 7 and 8, we programmed Talent for the grade 6 students twice each week. In addition to grade 8, grade 6 and 7 students will have Spanish. Selected eighth grade students take regents classes in Integrated Algebra and Earth Science. In June 2010, there was a 100% passing rate on both exams. Approximately 90% of our students were accepted to one of their first three choices of high schools. Many are accepted to specialized high schools and others receive scholarships to private schools.

We enjoy a partnership with the Kiwanis Club, a community service organization. In conjunction with the Student Council, these students perform community service and are recognized for their efforts. Participation includes St. Jude's Math Marathon and Relay for Life. Students also partake in the Juvenile Diabetes Walk and Pennies for Patients. In addition, students help those less fortunate than they are. For example, they participate in the Penny Harvest, a Thanksgiving food drive, and a holiday toy drive. Other collaborations include the

NYC Opera, Midori Players, and Theatre Works. These partnerships help children build cultural awareness and tolerance through the arts.

At PS/MS 207, we pride ourselves on creating well-balanced students academically, physically and socially. We are confident that we provide a rich learning environment that fosters socially skilled individuals who are prepared to contribute to our culturally diverse society.

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. 207 Rockwood Park								
District:	27	DBN #:	27Q207	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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" 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	56	61	67		94.4	95.3	TBD		
Kindergarten	72	94	107						
Grade 1	81	76	91	Student Stability - % of Enrollment:					
Grade 2	70	82	73	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	77	73	82		98.2	97.98	TBD		
Grade 4	76	75	71						
Grade 5	76	75	73	Poverty Rate - % of Enrollment:					
Grade 6	69	66	66	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	84	72	66		32	29	40.9		
Grade 8	84	85	72						
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	3	1	4	Recent Immigrants - Total Number:					
Total	748	760	772	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	2	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	27	18	10	Principal Suspensions	0	2	TBD		
# in Collaborative Team Teaching (CTT) Classes	23	31	51	Superintendent Suspensions	0	1	TBD		
Number all others	87	79	82						
<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		

# 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	5	3	3	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	5	5	5	Number of Teachers	62	62	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	20	24	TBD
				Number of Educational Paraprofessionals	5	2	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
	1	1	TBD	% fully licensed & permanently assigned to this school	98.4	100	TBD
				% more than 2 years teaching in this school	82.3	83.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	71	71	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	82	87	TBD
American Indian or Alaska Native	0.5	0.4	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	3.7	3.3	4				
Hispanic or Latino	12.2	13	12.3				
Asian or Native Hawaiian/Other Pacific Isl.	4.6	2.9	3.9				
White	79	80.3	78.1				
Multi-racial							
Male	49.2	49.7	49.4				
Female	50.8	50.3	50.6				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input 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	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	89.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	56	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	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?

We identified student performance trends by examining several sources of data. We used data from ARIS, Interactive Assessment Reports from NY Start, the Progress Report (2009-10), the NYC School Survey Report (2009-10), and Acuity. Although we received a B in all categories, our Progress Report score for 2009-10 is an A for the second consecutive year. We received 57.6 points out of 100 for the Overall Score in 2009-10. Although this is a decrease of 31.8 points, we are one of the 25.7% of schools that received an A as opposed to 85.4% of schools that received an A in 2008-09. We realize that 57.6 points is only 0.5 points above the minimum requirement for an A. This indicates that we must examine data carefully and be diligent in improving all areas. We also realize that changes in the criteria used for the Progress Report and changes in NYS tests will create difficulty in making comparisons.

In 2009-10, PS/MS 207 received a B in Student Performance and Student Progress. We received 11.1 out of 25 points for Student Performance and 33.6 out of 60 points for Student Progress. This is a decrease of 7.1 and 22.4 points from 2008-09 respectively. For Student Performance, the percentage of students at Proficiency (Level 3 or 4) in ELA decreased 18.9% from 88.3% in 2008-09 to 69.4% in 2009-10. In Math, there was a decrease of 11.4% from 94.6% in 2008-09 to 83.2% in 2009-10 in Proficiency (Level 3 or 4). Relative to our Peer Horizon, we have shown decreases of 47.9% in ELA and 43.8% in Math. In 2008-09 the Median Proficiency Level in ELA was 3.43, which decreased to 3.21 in 2009-10. In Math, the Median Proficiency Level was 3.90 in 2008-09, which decreased to 3.83 in 2009-10. This is a decrease of 0.22 in ELA and 0.07 in Math. For Student Progress categories in 2009-10, the Median Growth Percentile is 70.0 in ELA and 77.0 in Math. The Median Growth Percentile of the school's lowest third is 73.0 in ELA and 82.0 in Math. In these categories, relative to our Peer Horizon, we scored 38.3% and 35.9% better than the other schools in Median Growth Percentile and in the school's lowest third in ELA. We scored better than approximately one-third of the schools in our peer group. Statistics were better for Math. Relative to our Peer Horizon, we scored 63.6% and 74.1% better in the Median Growth Percentile and Median Growth Percentile for the school's lowest third. We scored better than approximately two-thirds of the schools in our peer group.

On the School Environment portion of the Progress Report, we received a B for the third consecutive year. From 2007-08, there was a 1.1 increase from 8.8 to 9.9 out of a possible 10 points. However, from 2008-09 to 2009-10, there was a decrease of 2.5 from 9.9 to 7.4. This year a positive point is that 94% of parents, 92% of teachers, and 99% of students responded to the survey. This is 45, 16, and 17 percentage points higher than the city average respectively. In this category, we showed a slight decrease relative to our Peer Horizon. Response rates declined slightly among parents and teachers. There was a decrease of 6% for parents and 2% for teachers. However,

these percentages are much higher than in the 2007-08 school year. Student response rates remained unchanged at 99%. All teachers and students responded to the survey online while only 6% of parents used the online option.

The NYC School Survey 2009-2010 Report indicates the following statistics for a possible 10 points: Academic Expectations remained unchanged at 8.2, Communication increased 0.1 up to 7.0, Engagement increased 0.2 up to 7.5, and Safety and Respect increased 0.1 up to 8.0. According to this report, there was an improvement in our Engagement score from parents. However, areas that showed the highest level of satisfaction in 2008-09 decreased slightly to one level below in teacher and student satisfaction. Academic Expectations and Engagement were the two that showed a decrease in teacher and student satisfaction. In the area of Communication, students increased their satisfaction rating from average to the above average. However, communication continues to present a challenge as it received an average rating from parents for the third consecutive year. Communication is an area in which we can take definite steps to improve our standing.

On important survey questions, parents showed very little change in their opinions. "The education my child has received this year" remained at 95%, involvement opportunities increased from 87% to 89%, and communication remained unchanged at 90%. Both Academic Expectations and Engagement decreased one level for both teachers and students. On important survey questions, students showed a 1.0% increase in how well they feel they are known from 88% to 89%. "My teachers inspire me to learn," decreased from 90% to 87%, and safety feelings increased from 87% to 88%. Teachers' opinion of order and discipline remained unchanged at 98%. However, their opinion regarding expectations and their role in setting goals and decision-making decreased. Opinions concerning clarity of expectations decreased from 95% in 2007-08, to 93% in 2008-09, to 89% in 2009-10. Opinions concerning their role in goal setting and decision making decreased from 89% in 2007-08, to 85% in 2008-09, to 75% in 2009-10. Increased communication may be the key to improving these areas.

Traditionally, an important barrier to our growth statistically has been the numbers of students who apply and transfer to specialized middle schools after fifth grade. This year, however, only four students actually transferred. This is a decrease from 2008-09. Often these are our highest achieving students. This may be a statistic that is linked directly to communication. This year we have worked to improve communication with parents and we feel that we may have conveyed our strengths better. We feel that our school environment offers a great deal academically and socially.

Statistically, one of the most important areas that is examined is student achievement data. This year has presented some challenging results. In 2008-09, there were 447 students tested. Aggregate data indicates that 88% (393 students) achieved Level 3 or 4. In 2009-10, 433 students were tested. Aggregate data indicates that 56% (242 students) achieved Level 3 or 4. This is a decrease of 32% in students achieving Level 3 or 4. Disaggregated data, comparing the same assessments over two years, indicates an increase in Level 1 and Level 2 students and a decrease in Level 3 students. In grade 3, Level 1 students increased from 0 in 2008-09 to 8 in 2009-10, an increase of 9.7%. Level 2 students increased from 5 (7.4%) in 2008-09 to 12 (14.7%) in 2009-10, an increase of 7.3%. Level 3 students decreased from 52 (76.5%) to 41 (50.0%), a decrease of 26.5%. Surprisingly, Level 4 students increased from 11 (16.2%) to 21 (25.6%), an increase of 9.4%. In grade 4, there have been no Level 1 students for two years. Level 2 students increased from 8 (10.8%) to 16 (22.5%), an increase of 11.7%. There was a decrease of Level 3 students from 61 (82.4%) to 47 (66.1%), a decrease of 16.3%. In grade 5, there was an increase in Level 1 students from 0 to 4 (5.3%). There was an increase in Level 2 students from 9 (14.3%) to 25 (32.9%), an increase of 18.6%. There was a decrease in Level 3 students from 50 (79.4%) to 37 (48.7%), a decrease of 30.7%. There was an increase in Level 4 students from 4 (6.4%) to 10 (13.2%), an increase of 6.8%. In grade 6, there was an increase of Level 1 students from 0 to 8, an increase of 12.3%. There was an increase in Level 2 students from 6 (9.5%) to 12 (18.5%), an increase of 9.0%. There was a decrease in Level 3 students

from 47 (74.6%) to 38 (58.5%), a decrease of 16.1%. There was a decrease of Level 4 students from 10 (15.8%) to 7 (10.8%), a decrease of 5.0%. In grade 7, there was an increase in Level 1 students from 0 to 3, an increase of 4.5%. There was an increase in Level 2 students from 6 (9.5%) to 24 (36.4%), an increase of 26.9%. Both years, there were 10 Level 4 students.

In each grade increases and decreases in Proficiency Ratings were examined to determine the average increase or decrease. For students going from grade 4 to grade 5, there was an average of positive 2 in their Proficiency Ratings. For students going from grade 5 to grade 6, there was an average of negative 11. For students going from grade 6 to grade 7, there was an average change of negative 7. Finally, for students going from grade 7 to grade 8, there was an average change of negative 4. Overall, changes in Proficiency Ratings were negative.

ARIS data was examined to track the same students over a period of two to three years. Current grade 5 students had no Level 1 students for two years, an increase in Level 2 students from 5 to 15, a decrease in Level 3 students from 52 to 46, and a decrease in Level 4 students from 11 to 7. Current grade 6 students showed similar trends over three years. Level 1 students changed from 2 in 2007-08 to 4 in 2009-10. Level 2 students increased from 9 and 8 in 2007-08 and 2008-09 to 25 in 2009-10. Level 3 students decreased from 58 in 2007-08 to 61 in 2008-09, to 38 in 2009-10. Level 4 students increased over 3 years from 3 to 5 to 8. Current grade 7 students showed the following trends. Level 1 students doubled from 4 in 2007-08 to 8 in 2009-10. Level 2 students remained relatively steady from 11 in 2007-08, to 9 in 2008-09, to 12 in 2009-10. Level 3 students changed from 39 in 2007-08, to 50 in 2008-09, to 37 in 2009-10. Results for Level 4 students were similar. There were 7 Level 4 students in 2007-08 and 2008-09 and there were 8 in 2009-10. Grade 8 Level 1 students increased from 0 to 3. There was a significant increase in Level 2 students over three years from 10 in 2007-08, to 6 in 2008-09 to 22 in 2009-10. Level 3 students decreased from 50 in 2007-08, to 47 in 2008-09, to 29 in 2009-10. There was 1 Level 4 student in 2007-08, but there were 10 Level 4 students in the two following years.

Disaggregated data for subgroups revealed the following trends. All Level 1 students in grades 3 to 8 are students with IEPs. In grade 3, 4 Level 2 students and 6 Level 3 students have IEPs. In grade 4, eight students with IEPs scored at Level 2 and three scored at Level 3. In grade 5, there were eight students with IEPs at Level 2, one at Level 3, and one at Level 4. In grade 6, eight IEP students scored at Level 2, three IEP students achieved at Level 3, and one achieved Level 4. In grade 7, eight IEP students scored at Level 2 and one IEP student achieved a Level 3. There was no significant difference between male and female students with or without IEPs. There were no significant differences for economically disadvantaged as opposed to those not economically disadvantaged. In addition, in 2009-10, three ESL students took the NYS ELA. All three of them scored at Level 1.

The ITT file with individual student responses, which was posted on ARIS, was examined to determine students' strengths and weaknesses. Teachers examined answers along with copies of the exam to find common answers that were incorrect. The information was used to inform instruction and grouping. Other areas that were examined were attendance. No trends were found.

Data for Math was examined to determine trends in student performance. In 2008-09, 445 students were tested. Nearly 95% (94.6%) of students tested achieved Level 3 or 4. In 2009-10, 432 students were tested. The percent of students performing at Level 3 or 4 was 83.2%. This is a significant decrease of 11.4%. Overall, results show that there were no significant changes in the number of Level 1 students. However, student scoring at Level 2 increased. The changes in the number of Level 3 and Level 4 students increased in some grades and decreased in others. There was no definitive trend.

Disaggregated data for each grade shows the following trends for the same measure over two years. In grade 3, there were no Level 1 students in 2008-09 and one Level 1 in 2009-10. There was

an increase from no Level 2 students in 2008-09 to 23 in 2009-10. There was a decrease in Level 3 students from 49 in 2008-09 to 32 in 2009-10, a decrease of 32.0%. There was an increase in Level 4 students from 20 to 26, an increase of 30.0%. In grade 4, there was one Level 1 student and four Level 2 students both years. Level 3 students increased from 27 in 2008-09 to 35 in 2009-10, an increase of 29.6%. In grade 5, there were no Level 1 students both years. Level 2 students increased from 3 to 11, an increase of 267%. Level 4 students decreased from 30 to 27, a decrease of 10.0%. In grade 6, there were no Level 1 students both years. Level 2 students increased from 3 to 16, an increase of 433%. Level 3 students decreased from 25 to 21, a decrease of 16.0%. Level 4 students decreased from 35 to 27, a decrease of 22.9%. In grade 7, there was an increase of Level 1 students from 0 to 1. There was a decrease in Level 2 students from 8 to 7. There was a decrease in Level 3 students from 27 to 21 and Level 4 students from 38 to 37. No changes were significant. The average change in Proficiency Rating was positive 4 for grade 4, negative 8.5 for grade 5, negative 6 for grade 6, and positive 4 for grade 7.

ARIS data was examined to track student performance data in Math from one grade to the next. For grade 5 students, two years of data show an increase in Level 1 from 0 to 1 and in Level 2 from 0 to 4. There was a decrease in Level 3 students from 49 to 35. There was an increase in Level 4 students from 20 to 29. In grade 6, Level 1 students were 0 in 2007-08 and 2009-10. There was one Level 1 student in 2008-09. Level 2 students increased each year from 3 to 4 to 11, an increase of 267% in three years. Level 3 students changed from 47 in 2007-08, to 27 in 2008-09, to 39 in 2009-10, an increase of 15.5% from last year. Level 4 students changed from 21 in 2007-08, to 42 in 2008-09, to 25 in 2009-10. There was a decrease of 23.5% from 2008-09 to 2009-10. In grade 7, there was one Level 1 student in 2007-08 and none in the last two years. Level 2 students changed from 9 in 2007-08, to 3 in 2008-09, to 16 in 2009-10. This is an increase of 433% from last year. Level 3 students changed from 29 in 2007-08 and 30 in 2008-09 to 20 in 2009-10. This is a decrease of 33.3% from last year. Level 4 students changed from 22 to 30 to 27 over three years. This is a 22.7% decrease from last year. In grade 8, there was one Level 1 student in 2009-10 and none in the previous two years. There were four Level 2 students in 2007-08 and three in 2008-09. In 2009-10, there were seven Level 2 students, which is a 167% increase from last year. The number of Level 3 students has gone down over three years from 32 to 25 to 20. This is an 37.5% decrease from last year. Level 4 students increased over the last three years from 25 to 35 to 36. This is an increase of 44.0% over two years and 1.4% since last year.

When examining Periodic Assessment data for Math, there is a discrepancy between student scores and actual performance in some grades. This year the grade 7 and grade 8 math teachers have designed the ITA to include topics which have been taught to gain more accurate insight into the strengths and weaknesses of the students.

DIBELS data was examined to determine trends for students in Kindergarten through grade 2. A total of 269 students were monitored in 2009-10. Thirty-one students (11.5%) require intensive support from the teacher and AIS personnel. This is an increase of 6.5% from the previous year. In addition, these students will be monitored weekly to continue to keep instruction fluid to meet their needs. Eighteen students performed at the strategic level. This is a decrease of 2.0% from 2008-09, which was 8.7% of all kindergarten through grade 2 students. Ninety-five students performed at the proficient level, which was 35.3%. The remainder of the students (125) achieved a level above proficient, which was 46.5%. The proficient and above proficient students will be monitored monthly to make sure that progress is continuing. Enrichment activities will be provided for the students who demonstrate a need. Disaggregated data shows that 97.3% of kindergarten students performed at or above level. Only 3 students required strategic help. In grade 1, however, 21 (23.6%) students performed at a far below proficient level and 12 (13.5%) students performed below proficient level. Combined, 37.1% of the grade 1 students need additional support. Many of these students need help in building phonemic sound fluency. Fifty-six grade 1 students (62.9%) performed at or above proficient level. In grade 2, thirteen students (18.6%) performed at or below proficient level. Many of these students required

AIS in building fluency and additional support in developing their sight-word vocabulary. Fifty-six grade 2 students performed at or above proficient level. Appropriate monitoring and strategies will be provided for all students.

Student progress during the last school year has been disappointing. Our greatest challenge will be to provide appropriate AIS to address all weaknesses and build on strengths. We have developed Inquiry Teams to find trends and to develop strategies to enable all students to improve. We will continue to examine and use data to provide small group, differentiated instruction to meet the needs of all students. In addition, communication continues to be a challenge. We will continue to develop ways to strengthen communication to improve the school community.

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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> By June 2011, increase by 5% the number of students making yearly progress in ELA and Math as measured by NYS Assessments and DIBELS/Reading 3D	<input type="checkbox"/> <ul style="list-style-type: none"> • Evaluate data to identify areas of strength and weakness and to set goals for administrators, teachers, and students • Enable students to become actively engaged in their own learning
<input type="checkbox"/> By October 2010 and ongoing, all team teaching participants will work cooperatively to increase effective team-teaching strategies to use throughout the instructional day as evidenced by satisfactory informal and formal observations, lesson plans, and fluid grouping	<ul style="list-style-type: none"> • Monthly Professional Development and support provided by Teacher Center specialist • Team teachers will have common preps to facilitate planning
<input type="checkbox"/> By November 2010 and ongoing, develop leadership capacities among all staff members by maintaining an Inquiry Team and a Professional Learning Team at each grade level with clear roles and responsibilities as evidenced attendance/minutes of team meetings, Aris Blog, and implementation of new best practices.	<input type="checkbox"/> <ul style="list-style-type: none"> • Develop teams with a common focus to support teacher growth • Increase participation in Inquiry Teams
<input type="checkbox"/> Throughout the 2010/11 school year, the faculty will continue to engage in a collaborative effort to increase written and verbal communication to students and parents providing them with 100% access to student goals and progress as evidenced by a 1% increase on the school Environment Survey.	<input type="checkbox"/> <ul style="list-style-type: none"> • Increase workshops for parents • Effective use of ARIS/DOE School Website/Engrade/Blogs • Increase the use of Engrade to include early grades
<input type="checkbox"/> By October 2010 and ongoing, all teachers will increase the level of implementation of differentiated instruction in their classrooms as evidenced by satisfactory, differentiated lesson plans, fluid grouping, and formal/informal observations.	<input type="checkbox"/> <ul style="list-style-type: none"> • Develop a monthly Professional Development program that will support teachers at their current

	<p>level of implementation and enable them to grow in their application of differentiation</p> <ul style="list-style-type: none">• Increased analysis and effective use of data to drive planning and instruction
--	---

SECTION VI: ACTION PLAN

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

Subject Area
(where relevant) :

**English Language Arts and
Mathematics**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> By June 2011, increase by 5% the number of students making yearly progress in ELA and Math as measured by NYS Assessments and DIBELS/Reading 3D</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"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Evaluate data to identify areas of strength and weakness ongoing (Students in Kindergarten - grade 8) <ul style="list-style-type: none"> • Diagnostic tests created through collaboration of Aussie and teachers to establish a benchmark for grade 3-8 students in Math, Science, and Social Studies • Benchmark students in ELA by determining a Fountas and Pinnell level through 3-minute probe, Reading 3D, or Rigby <p>Meetings will focus on use of data for effective grouping Ongoing meetings with Literacy Coach/Staff Developer to increase strategies to meet the needs of all students</p> <ol style="list-style-type: none"> 2. Examine student data from NYS assessments to evaluate instructional areas that need to be strengthened 3. Examine performance indicators for Periodic Assessments to form instructional groups and to differentiate instruction 4. Continue to provide monthly professional development on using and monitoring data to

drive instruction

5. Use various strategies to address specific needs ongoing: AIS, Extended Day, Acuity, Soliloquy, LeapFrog, Study Island (Grades K-8)

6. September 2010 and ongoing, continue successful use of StoryTown in grades 1-3

Provide PD periodically throughout the year to assist in continued use of StoryTown to differentiate instruction and maintain fluid groups

Progress measured by snapshots, informal and formal observations

7. September 2010 and ongoing, continue use of Reading 3D and DIBELS in kindergarten through grade 3 to successfully use data to differentiate instruction

- Monthly meetings to examine data
- Provide PD on the effective use of data to drive instruction
- Use Literacy Work Stations: Making Centers Work (Debbie Diller) to effectively group students and to provide appropriate scaffolded practice
- Measure progress through snapshots, informal and formal observations

8. Grade 4 will determine independent and instructional reading levels using the 3-minute Scholastic Benchmark - 4 times a year

Assess word recognition, fluency, comprehension, and vocabulary

Use Rigby Benchmark for students who a more involved assessment

Use data to keep groups fluid and effective

Use data to provide differentiated instruction and scaffolded practice

9. Increase independent reading time, ongoing (Kindergarten - grade 8)

Use Teaching Reading in Small Groups (Jennifer Serravallo) as a guide to more effective conferencing and strategies to to monitor progress in making independent reading more productive

Introduce Book Clubs and Book Studies by the end of October (grades 4-8)

10. Continue use of inquiry-based writing. Kindergarten to grade 3 will use StoryTown and grades 4-6 will implement a new genre-based series, Becoming a Writer

Common preparation time programmed for planning

	<p>Professional Development to support new writing series to improve and increase strategies to create writing pieces that meet or exceed the standard</p> <p>11. Implementation of revised reading and writing prototype for grades 4-8</p> <p>Common planning time to develop effective strategies using the new prototype Meetings will be ongoing to evaluate and adjust best practices based on data</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Professional Development (RTI, Aussie, Study Island) - NYSTL, Fair Student Funding • PD support staff within the building - Fair Student Funding, Title 1 • Additional teachers to reduce student/teacher ratio - Fair Student Funding • Math Coach - C4E-2 • Reading Teacher - Title IIA Supplemental (Early class-size reduction) • Schedule common preps for comparison of data and planning for differentiated instruction • Additional ELA and Math periods for Middle School students • Middle School programming of ICT classes to differentiate instruction for general and special education students - Fair Student Funding • All above are pending budget allocations
<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"/> <input type="checkbox"/></p> <ul style="list-style-type: none"> • Baseline for September - Benchmark reading levels and NYS assessment scores for all incoming students • Renzulli - Learning interest survey to group/differentiate according to student learning styles (Pending budget) • Results from Acuity (ITA/Predictive) - Fall/Spring Assessments • Benchmark results and progress monitoring using DIBELS and Reading 3D (Kindergarten - grade 3) - Benchmark 3 times a year and Progress Monitor as needed according to student results • Results from NYS assessments in ELA and Math (Grades 3-8) - Spring 2011 • Examine student writing pieces to determine next steps for instruction • Periodic review and revision of of Action Plan (February 2011 and June 2011) • Monthly grade meetings to review data, evaluate effectiveness of instruction, and to

	plan accordingly
--	------------------

**Subject Area
(where relevant) :**

Team Teaching Participants

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By October 2010 and ongoing, all team teaching participants will work cooperatively to increase effective team-teaching strategies to use throughout the instructional day as evidenced by satisfactory informal and formal observations, lesson plans, and fluid grouping</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"/> 1. Teachers will use the California Teaching Standards to evaluate their proficiency on implementation of team-teaching strategies.</p> <ul style="list-style-type: none"> • Meet with administrator to discuss strengths and weaknesses and to develop next steps to maintain their progress <p>2. Professional Development will reflect their current level and type of support they have requested.</p> <ul style="list-style-type: none"> • Sept. 2010 - Administrators and Literacy Coach will provide PD based on <u>The Power of 2</u> to provide clear expectations for all team teachers where needed • All ICT Teachers have attended PD provided by Children First Network Team - they will attend future sessions when offered • Title I funding will be used to provide additional PD after school • PD will be provided in various forms to meet the specific needs of the teachers • Some PD may include intervisitations, webinars, study groups, or professional journals and books • Modeling will be provided as needed by the Coach or Teacher Center Specialist <p>3. Common preps will be scheduled for team teachers to plan and evaluate data and strategies for instruction.</p>

	<ul style="list-style-type: none"> • Co-planning to determine the role of each teacher, strategically group students, and effectively differentiate instruction • Meet with Data Specialist to examine and use data to plan effectively • IEP Specialist will provide support to ensure that appropriate grade-level goals and strategies are used to meet the specific needs of each student <p>4. Monitor progress through informal and formal observations, lesson plans that reflect appropriate team-teaching strategies, and discussion of teacher goals, and teacher feedback</p> <ul style="list-style-type: none"> • Administrator will provide constructive feedback and support whenever necessary
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • Team Teachers - Fair Student Funding • Nest Team Teachers - ASD Nest Funding • Professional Development - Title I Funding • Literacy Coach - Fair Student Funding/Title I • Administrators - Title I Funding/Fair Student Funding • Math Coach - C4E • IEP Teacher - Fair Student Funding • Common Preps • <u>The Power of 2</u> - Provide clear expectations • California Teaching Standards - baseline for proficiency level
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • Informal/Formal Observations by Administrators • PD - as evidenced by Agendas/Attendance/Minutes • 100% compliance according to IEP goals • Use of data to keep groups fluid and differentiate instruction • Analyze data from Acuity, DIBELS, Reading 3D, Leap Frog, Unit Assessments, Teacher-created assessments • Discussion/feedback at grade meeting as evidenced by Agendas/Minutes

	<ul style="list-style-type: none"> • Benchmark - Fountas and Pinnell - 3 times a year • Three-minute Benchmark from Scholastic (4 times a year)
--	---

**Subject Area
(where relevant) :**

Leadership Among Staff Members

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By November 2010 and ongoing, develop leadership capacities among all staff members by maintaining an Inquiry Team and a Professional Learning Team at each grade level with clear roles and responsibilities as evidenced attendance/minutes of team meetings, Aris Blog, and implementation of new best practices.</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"/> <input type="checkbox"/> 1. All teaching staff will be included in an Inquiry Team and in a Professional Learning Team</p> <p>2. Administrators will schedule initial meetings</p> <ul style="list-style-type: none"> • Contact participants for an initial meeting to discuss the focus of each team • Schedule regular meeting time • Monitor progress of teams <p>3. Involve all teachers in the Inquiry Team process</p> <ul style="list-style-type: none"> • Each team will focus on either specific grade area and/or content area • Establish members and roles of each team • Teams will determine selection criteria for target students • Data Specialist will meet with teams to analyze data and to create a progress monitoring plan • Literacy Coach will review findings with each team and will assist them in developing strategies based on student need • Each team will be responsible for posting their minutes on an ARIS blog • Each team will monitor its own progress and answer ARIS Inquiry questions. • They will review and revise their response in ARIS as needed

	<p>4. Professional Learning Teams will meet at regularly scheduled times</p> <ul style="list-style-type: none"> • Each team will determine its focus based on discussion and trends on their grade and/or in their subject area • they will engage in study groups to keep abreast of best practices • Nest teachers will meet every Wednesday afternoon to review student work/data and to develop strategies to meet students' educational and social needs • Professional Development will be provided by Math Coach and Literacy Coach to develop teaching strategies based on team focus and findings • Administrators review team minutes and will meet with teams and coaches to monitor findings and progress
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teachers - Fair Student Funding • Nest Teachers - ASD Nest Funding • Administrators - Title I Funding/Fair Student Funding • Math Coach - C4E-2 • Literacy Coach - Fair Student Funding/Title I • Data Specialist - Fair Student Funding • Meetings will take place during common grade/subject area preparation periods
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Monitor team progress - Monthly • Team meetings - Agendas/Sign-in Sheets/Minutes • Cabinet Meeting - weekly - monitor/evaluate impact of teams on school community • Grade/Subject meetings - evaluate progress/impact of team findings • Use of strategies developed by teams for effective differentiation to meet the needs of all students

	<ul style="list-style-type: none"> • Teams will post the minutes of their meetings on ARIS blogs to share with the school community • Successful completion of inquiry questions on ARIS • End-of-year sharing of focuses and findings vertically between grades
--	---

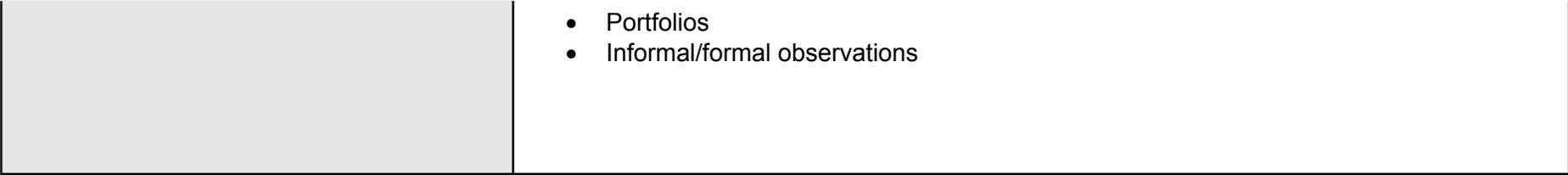
**Subject Area
(where relevant) :**

Communication

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Throughout the 2010/11 school year, the faculty will continue to engage in a collaborative effort to increase written and verbal communication to students and parents providing them with 100% access to student goals and progress as evidenced by a 1% increase on the school Environment Survey.</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"/> 1. Survey parents to determine areas of concern, workshop requests, and gain their input on ways to improve communication.</p> <ul style="list-style-type: none"> • Parent workshops will be conducted 2 times each month; one for upper grades and one for lower grades • Workshops will include using ARIS, accessing the DOE website, and understanding our goal system, Engrade, etc. • Workshops will be based on parent surveys <p>2. Continue use of goal system via email</p> <ul style="list-style-type: none"> • Parent emails will be updated in September • Goals will be established and evaluated three times a year <p>3. The PS/MS 207 DOE website will be updated.</p> <ul style="list-style-type: none"> • September 2010 - Blogs will be linked to faculty list on the website • Input important school information on website weekly • Monthly calendar on the DOE website will contain dates and times of school events, trips, and meetings

<p>Subject Area (where relevant) :</p>	<p>Differentiated Instruction</p> <p>4. Expand the use of Engrade to kindergarten through grade 5</p> <ul style="list-style-type: none"> • Keep parents abreast of classroom assignments and progress <p>Post DIBELS and Reading 3D Benchmark and progress monitoring for students in kindergarten through grade 3</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input checked="" type="checkbox"/> Faculty/Grade/Subject meetings will be held to ensure teachers are using all available resources to communicate with parents to apprise them of student goals and progress</p> <p>By October 2010 and ongoing, all teachers will increase the level of implementation of differentiated instruction in their classrooms as evidenced by satisfactory, differentiated lesson plans, fluid grouping, and formal/informal observations.</p> <ul style="list-style-type: none"> • Data Specialist will assist teachers in using ARIS data effectively • Continue support for online goal system
<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"/> <input type="checkbox"/> 1. Train teachers and parents new to Engrade</p> <p><input type="checkbox"/> 1. By October 2010, establish professional development program through the Literacy Coach to support teachers at their current level of implementation</p> <ul style="list-style-type: none"> • Develop effective intervention strategies <p>6. Email all notices to staff to increase efficiency of communication</p> <ul style="list-style-type: none"> • Teachers will continue to use the California Teachers Standards to reflect their instructional practices and determine their level of expertise using differentiated instruction • Update email system for parents to receive notices more efficiently <p><input checked="" type="checkbox"/> Progress monitor throughout the year with formal and informal observations</p> <ul style="list-style-type: none"> • Continue improvement of DOE Website - Teachers/Tech Teacher - Fair Student Funding • Provide professional development to increase strategies to provide effective differentiated instruction • Faculty/Grade/Subject Meetings - Administrators/Teachers - Fair Student Funding/Title I Funding • Monitoring improved student progress as measured by Acuity, DIBELS, Reading 3D, 3-Math Benchmark, 2-Rigby, and NYS Assessments • Literacy Coach - Fair Student Funding/Tile I Funding <p>3. Monthly Specialist Fair Student Funding to review and support analysis and use of data to enhance instruction</p> <p><input type="checkbox"/> <ul style="list-style-type: none"> • schedule common prep periods for planning and data review • evaluate and discuss implications from standardized tests, periodic assessments, 100% dissemination of goals to parents, conference notes, and rubric-based assignments • Continue use of goal system by all grade/subject teachers • Completion of DOE website for use by all staff and parents </p> <p>4. Assistant Principals meet monthly with teachers to provide input and to discuss progress in their use of data-directed differentiation</p> <ul style="list-style-type: none"> • Feedback from parents - Surveys, PA meetings, Parent/Teacher Conferences • Attendance/Feedback from parent workshops <p>5. Establish benchmark dates for teachers to reflect on their planning instruction and designing learning experiences to meet the needs of all students</p> <ul style="list-style-type: none"> • Feedback from presenters of workshops and professional development to the cabinet <p>6. Use Teacher Professional Development Worksheets to establish teaching goals and self-</p>

	monitor progress
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • Teachers - Fair Student Funding • Nest Teachers - ASD Nest Funding • Reading Teacher - Title IIIA Supplemental - Early class-size reduction • Literacy Coach/Staff Development to improve teacher quality- Fair Student Funding/Title 1 • Math Coach - C4E-2 • California Teaching Standards • Assistant Principals - Fair Student Funding/Title I • Data Specialist to assist teachers in gathering and examining data - Fair Student Funding • Common preps will be scheduled for grade/subject teachers for examination of data and differentiation of instruction • Professional Development by administration, staff members, Literacy Coach - Fair Student Funding/Title I
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • 100% of staff will use student performance data and teacher observation for effective planning and instruction • Professional Development Calendar will be guided by teacher need determined through discussion, grade/subject meetings and administrator observation • Agenda/Minutes/Attendance from Professional Development • Lesson plans that reflect the use of data to differentiate instruction • Consistent use of data from Acuity, DIBELS, Reading 3D, LeapFrog, and conference notes • Use of data and teacher observation to set goals with students • Share with parents • Student work and conference notes • Improved student performance on interim assessments and on NYS assessments in Science, Social Studies, ELA and Mathematics

- 
- Portfolios
 - Informal/formal observations

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	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	18	12	N/A	N/A	4	2	2	
1	20	15	N/A	N/A	4	2	2	2
2	15	12	N/A	N/A	4	2		
3	16	10	N/A	N/A	4	2	2	
4	21	10	6	6	2			3
5	16	12	6	6	15	2	2	
6	22	20	6	6	18	2	2	
7	21	10	4	4	18			
8	16	16	8	8	20			
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> AIS will be provided in small groups based on performance data and teacher observation. Students performing level 1 and level 2 will be targeted by an AIS teacher. Students in Kindergarten to grade 3 will receive intervention by a teacher or paraprofessional based on their DIBELS and Reading 3D scores. Groups will remain fluid based on Progress Monitoring results and teacher observation. Teachers in grades K-2 will use Literacy Center and LeapFrog. Soliloquy will be used to build fluency for those students who need it especially ELLs. Middle school students will receive AIS during ELA periods by an additional teacher. Specific skills will be targeted and groups will remain fluid to accommodate any students who needs assistance. Students in grades 3-8 will receive small group, differentiated instruction during extended day based on their strengths and weaknesses that are determined by Acuity results and teacher observation. Study Island will be used to remediate specific skills. If the budget permits, there will be a Saturday Test Prep for several weeks prior to the NYS ELA.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> AIS in math will be provided for all students performing at levels 1 and 2 on the NYS exam for grades 4-8. Small group, differentiated instruction will address weaknesses determined by Acuity, Study Island. and teacher observation. In addition, during the extended day, small group or individual instruction will be provided to address specific weaknesses. There will be a Saturday test prep program for students in grades 3-8 to provide additional support for several weeks prior to the NYS Math exam if the budget permits. Materials that will be used include Finish Line, Ladders to Success, and Buckle Down. In Kindergarten to grade 2, AIS will be provided for students who demonstrate weaknesses in skills on unit tests and through teacher observation. Grade 3 students will be identified through teacher observation, unit tests, and Acuity results. Intervention will be provided in small groups by the teacher or a paraprofessional.</p>
<p>Science:</p>	<p><input type="checkbox"/> Science teachers will provide individual instruction to students as needed. Instruction will be based on data obtained from classroom exams as well as teacher observation. Instruction will take place during teacher preps or during the extended day.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Social Studies teachers will provide individual instruction to students as needed. Instruction will be based on the individual needs of each student based on data obtained from classroom exams, projects, and teacher observation. Instruction will be provided during teacher preps or</p>

	during the extended day. In addition, AIS will be provided for middle school students having difficulty completing their exit projects.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The Guidance Counselors will provide at-risk services as needed for individual students or in small groups. Students will be targeted as needed based on teacher recommendation and/or specific situations. Counselors will provide assistance in conflict resolution and in building self-esteem. Counseling and discussions will focus on helping students to develop ways to cope with everyday social situations in the classroom and at home.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The Schools Psychologist provides at-risk services to students as needed through teacher recommendation and requests from parents. Evaluations are provided when necessary. In addition, he assists parents in finding alternate placements for students when needed.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The Social Worker provides services as needed to help students develop conflict resolution skills and increase self-esteem. She contacts parents when necessary and helps them find assistance from outside sources when needed.
At-risk Health-related Services:	<input type="checkbox"/> The nurse provides at-risk services as needed. Twice each year she conducts awareness workshops for students in grades 4-6 who are newly diagnosed with asthma and diabetes. In addition, she monitors students with severe food allergies.

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)
2, 3, 4, and 8

Number of Students to be Served:
LEP 4
Non-LEP 0

Number of Teachers 2
Other Staff (Specify) 0
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.

In 2010/2011, there are 4 ELL students. There is one student in grade 2, one student in grade 3, one student in grade 4, and one student in grade 8. Three of the students are Special Education students. Instruction is delivered in English only and a push-in model is mainly used to support these student in content-area learning. This program was selected because middle school students need to be supported in the classroom. For the students in grades 2-4 a combination of a push-in and pull-out program is used to accommodate all students. One student is at the advanced level, two of students are at the intermediate level and one is at the beginning level. Each student receives the proper number of periods required by their level of proficiency. One student receive 5 periods of instruction (180 minutes) and three receive 8 periods of instruction (360 minutes). Instruction is provided by a certified teacher and one SETSS teacher who is receiving a MS in ESL.

Professional Development Program

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

Our ESL teachers attends professional development provided by the DOE and/or CFN 301 whenever it is available.

Section III. Title III Budget

—

School: P.S. 207 Rockwood Park
BEDS Code: 342700010207

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	0	<input type="checkbox"/> N/A

- Per diem		
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. At the beginning of each school year, the ESL teacher reviews the Parent Language Surveys of newly admitted students. In addition to administering the Lab R, she determines the languages which may be necessary to communicate effectively with parents. Translated notices are available for these parents. Written letters will be obtained from the DOE website when applicable. Letters to explain ARIS Parent Link, Periodic Assessments, and NYS Assessments will be distributed in various languages.
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. Data indicates that written translation and oral interpretation are needed by very few parents. Appropriate staff was made aware that they may be needed to translate in their native languages. One parent speaks Urdu and several parents speak Spanish. Our Spanish teacher and various paraprofessionals translate whenever necessary. These individuals may translate during Parent-Teacher Conferences or when other home contacts are made.

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.

Parents in need of written translation will be identified by the Home Language Surveys. All written translations will be provided in a timely fashion mostly by in-house school staff. If necessary, a parent volunteer will be used for languages that are not available through school personnel.

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.

Oral interpretation services will be provided as needed. Mostly in-house school staff will be responsible for interpreting during home contacts or during Parent-Teacher conferences. Whenever necessary, a parent volunteer will be used for languages not available through school personnel.

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>.

School personnel will be notified in advance that they may be call upon to translate or interpret. Whenever possible, these staff members will be told in advance that they will be needed. However, it may be necessary to call upon them without notice. When necessary, parent volunteers will be used.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	0	\$227,060.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,271.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$34,059.00 (15%)	*	

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

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

The percentage of high quality teachers during 2009-2010 is 100%.

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

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

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

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

See attached combined School-Parent Involvement/Compact for 2010 - 2011

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

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

See attached combined School-Parent Involvement/Compact 2010-2011

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See pages 13-17

2. Schoolwide reform strategies that:

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

See pages 22-25 and 33-35.

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

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See pages 22-25 and 33-35.

o Help provide an enriched and accelerated curriculum.

See pages 33-35.

o Meet the educational needs of historically underserved populations.

N/A

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

See pages 22-25 and 30-35.

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

N/A

3. Instruction by highly qualified staff.

See page 8.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See pages 28-33.

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

N/A

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

We have been working to increase parental involvement in many ways. We have increased communication with parents through ARIS, Study Island, Engrade, and Acuity. Many teachers are using blogs to continually communicate with parents. We intend to increase the use of Engrade to include kindergarten through grade five, which will be in addition to the grades 6-8 that already use it. We keep parents aware of student progress, school activities, homework, and upcoming assessments. In 2010/2011, we intend to increase parent workshops to include one each month for early grades and/or one for upper grade parents. We will address the needs and concerns of the parents after surveying them. We invite all parents to be Learning Leaders. They are trained in literacy activities and assigned to work with a specific class once weekly. In addition, we invite parents to various functions to involve them in their children's learning and to celebrate their accomplishments.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

When we have a student from an early childhood program, we provide all IEP requirements and we maintain a dialogue with the program provider. We also make certain that the parents are informed and involved in decision making. We keep parents informed of all options and services available.

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

All academic decisions are made in response to surveys of and discussions with teachers at grade and subject meetings. In addition, teachers discuss concerns and findings at Teacher Team meetings. Teacher Teams and Professional Learning Teams are an integral part of discussions concerning data, instruction, and student achievement. All strategies that are developed in response to data and teacher observation are then evaluated by Teacher Teams to determine their success.

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

All students are provided with small-group, differentiated instruction. Groups remain fluid to meet the needs of all students. In addition, students experiencing difficulties are included in the extended day program. During 37.5 minutes, students are placed in groups according to academic weaknesses. For example, grade 1 students, who are weak in phonemic skills, meet in groups of two to three students with Kindergarten teachers two times a week for Foundations instruction.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Coordination of services and programs is accomplished in several ways. Firstly, The Pupil Personnel Team (PPT) meets weekly to discuss the needs of individual students and services available to them. They meet with parents to inform them of the options for their children and they assist parents in attaining the services needed. Other services and programs are introduced to the school according to need. Needs

assessment is attained through discussions with teachers, students, and parents. It also comes about as a result of the examination of data. For example, the grade 5 students received year-long instruction entitled *Life Skills* provided by a trained professional. This includes interactive lessons on bullying, drug awareness, and social tolerance.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			\$227,060.00	True	Pages 22-35
Title II	Federal	Yes			\$141,524.00	True	Pages 22-25 and Pages 28-35
IDEA	Federal	Yes			\$140,829.00	True	Pages 25-28 and Pages 33-35
Tax Levy	Local	Yes			\$2,630,108.00	True	Pages 22-35
C4E	Local	Yes			\$49,540.00	True	Pages 18-35

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
0
2. Please describe the services you are planning to provide to the STH population. To meet the needs of Students in Temporary Housing, we would first assess their most urgent needs of these students and research ways to most effectively help these them. We would contact the borough STH liaison to identify ways to help these students most effectively. We would also determine ways to optimize parental involvement in the education of these students. We would strive to meet the personal and educational needs of these students.

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).
N/A

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 207 Rockwood Park					
District:	27	DBN:	27Q207	School		342700010207

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	61	67	60		94.4	95.3	94.5
Kindergarten	94	107	90				
Grade 1	76	91	113	Student Stability - % of Enrollment:			
Grade 2	82	73	93	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	73	82	77		98.2	98.0	97.9
Grade 4	75	71	85	Poverty Rate - % of Enrollment:			
Grade 5	75	73	71	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	66	66	77		32.0	40.9	40.6
Grade 7	72	66	67	Students in Temporary Housing - Total Number:			
Grade 8	85	72	64	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		0	0	0
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	2	0
Ungraded	1	4	2				
Total	760	772	799				

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	18	10	12	Principal Suspensions	0	2	0
# in Collaborative Team Teaching (CTT) Classes	31	51	67	Superintendent Suspensions	0	1	0
Number all others	79	82	75				

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	62	62	73
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	20	24	10
# receiving ESL services only	3	3	TBD				
# ELLs with IEPs	5	5	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	5	2	15

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
	1	1	0	% fully licensed & permanently assigned to this school	98.4	100.0	100.0
				% more than 2 years teaching in this school	82.3	83.9	79.5
				% more than 5 years teaching anywhere	71.0	71.0	69.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	87.0	86.3
American Indian or Alaska Native	0.4	0.4	0.8	% core classes taught by "highly qualified" teachers	100.0	100.0	99.1
Black or African American	3.3	4.0	1.4				
Hispanic or Latino	13.0	12.3	19.8				
Asian or Native Hawaiian/Other Pacific	2.9	3.9	2.6				
White	80.3	78.1	73.0				
Male	49.7	49.4	50.6				
Female	50.3	50.6	49.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	v	v				
Multiracial	-	-	-			
Students with Disabilities	v	v				
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
Student groups making	5	5	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	57.6	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	11.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	33.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	5.5					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 301	District 27	School Number 207	School Name Rockwood Park
Principal Linda G. Spadaro		Assistant Principal Maria Lipschutz	
Coach type here		Coach type here	
Teacher/Subject Area Angela Cafaro/ESL/Foreign Lang		Guidance Counselor Cathleen Coleman	
Teacher/Subject Area		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Nina DiBlasio	
Related Service Provider type here		Other Marion Costa/Data Specialist	
Network Leader Joanne Brucella		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	0	Number of Certified Bilingual Teachers	1	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	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	801	Total Number of ELLs	4	ELLs as Share of Total Student Population (%)	0.50%
------------------------------------	------------	----------------------	----------	---	--------------

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. The Home Language Identification Survey is administered to all incoming students new to the New York City school system. The Pupil Accounting secretary, Susan Blakely, holds the initial meeting. She informs the ESL teacher when a formal assessment is needed. In addition, the licensed ESL teacher, Angela Cafaro, reviews all language surveys to determine which students need to be given the LAB-R assessment and if she feels any other formal interviews are needed. All current ELLs are given the NYSESLAT each spring and results are monitored to determine the number of periods each student is required to receive. It also helps the ESL teacher determine the strengths and weaknesses of the students and on which modalities they are showing the greatest improvement.
2. When necessary a meeting is held with parents of new ESL students, the ESL teacher, and the Parent Coordinator to help them understand the 3 programs that are available. Since our school has a freestanding ESL program only, the Guidance Counselor will assist parents in finding the appropriate placement if they choose one of the other two programs. This, however, has not been our experience since our parents have been satisfied with our program choice.
3. We have an extremely small ESL population so it is quite easy to manger distribution of ESL materials to parents. Entitlement letters are distributed when needed. When forms are not returned, the Guidance Counselor makes a follow-up phone call.
4. PS/MS 207 has a freestanding ESL program only. If a child requires placement in a bilingual program, we assist the parent in finding the appropriate placement. A staff member will communicate with parents in their native language. If necessary, we will obtain a translator for another language that we do not speak.
5. Often our ESL students enter our school after they have begun their ESL services. In the rare occasion, when we have given parents program selections, they have chosen our freestanding ESL program 100% of the time. This, however, has not happen in the past several years.
6. Our program has been aligned with parent requests at all times. This program serves our population, which traditionally has been parents who request a freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

Contained														
Push-In			1	1	1			1						4
Total	0	0	1	1	1	0	0	1	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	1	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	3	0	2	1	0	1				4
Total	3	0	2	1	0	1	0	0	0	4

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																

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			1		1				1					3
Chinese														0
Russian														0
Bengali														0
Urdu				1										1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other														0
TOTAL	0	0	1	1	1	0	0	0	1	0	0	0	0	4

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. A. Our freestanding ESL program combines both Pullout and Push-in models. In the early grades, the ESL uses the pull-out model, in groups of two to four students, to help students acquire language skills necessary to communicate and assimilate successfully in the classroom setting. In the middle school, she uses a push-in model to enable to develop content-area skills and align ESL instruction with classroom assignments.

B. In the early grades, classes are grouped heterogeneously. In the middle school, classes are grouped homogeneously and they travel together as a group. The only time they are separated is when they go to Talent. These classes are geared to the specific needs and choices of the students.

2. Staff is organized according to their licensed subject area and the ESL teacher provides ESL instruction. Each student receives the required number of minutes of ESL instruction according to his or her proficiency rating on the NYSESLAT. Classes are scheduled for 90 minutes of ELA instruction every day. ESL students are scheduled to their required numbered of ESL minutes independently of their ELA instruction. No instruction takes place in the native language of the student.

3. The ESL teacher works with the content-area teachers to make content comprehensible to all ESL students. At the present time we have two general education students in ESL. The grade 7 student is a new, Spanish-speaking immigrant and the ESL teacher assists her in both content-area and in language acquisition. She is learning quite rapidly. The other is a first grade student who has been placed with a Spanish-speaking teacher. She assists him in both language acquisition and all content-area instruction. Instruction is in English, but she communicates with him in Spanish when necessary. The other 5 ESL students are special education students. All of them speak English, but come from foreign language backgrounds. Their learning difficulties are addressed and their instruction is differentiated according to their needs.

4. A. We have no SIFE students.

B. We have one ESL student who is in the US less than 3 years. She is given instruction in language acquisition for part of her required periods. For the addition part of her instruction she is assisted in ELA with instruction that targets her specific needs. Additionally,

the ESL teacher assists her in completing assignments. She works with the ELA teacher to align ESL instruction with the requirements of her ELA class.

C. ELLs receiving 4 to 6 years in our school have IEPs and have learning difficulties. The ESL teacher provides instruction to meet the demands of their content-area instruction. Instruction is differentiated to meet their learning styles and needs.

D. Our ELLs who have completed six years of instruction speak English. However, they do not reach a proficiency level on the NYSESLAT because of other learning issues. The ESL teacher aligns her instruction to meet their learning needs and to assist them in content-area instruction.

E. All of our ELLs receiving ESL services for four years or more have special needs. Although they have acquired the skills necessary to communicate in English and they speak and read English, their learning needs prevent them from reaching the proficiency level on the NYSESLAT. The ESL teacher provides instruction to assist these students in content-area instruction.

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

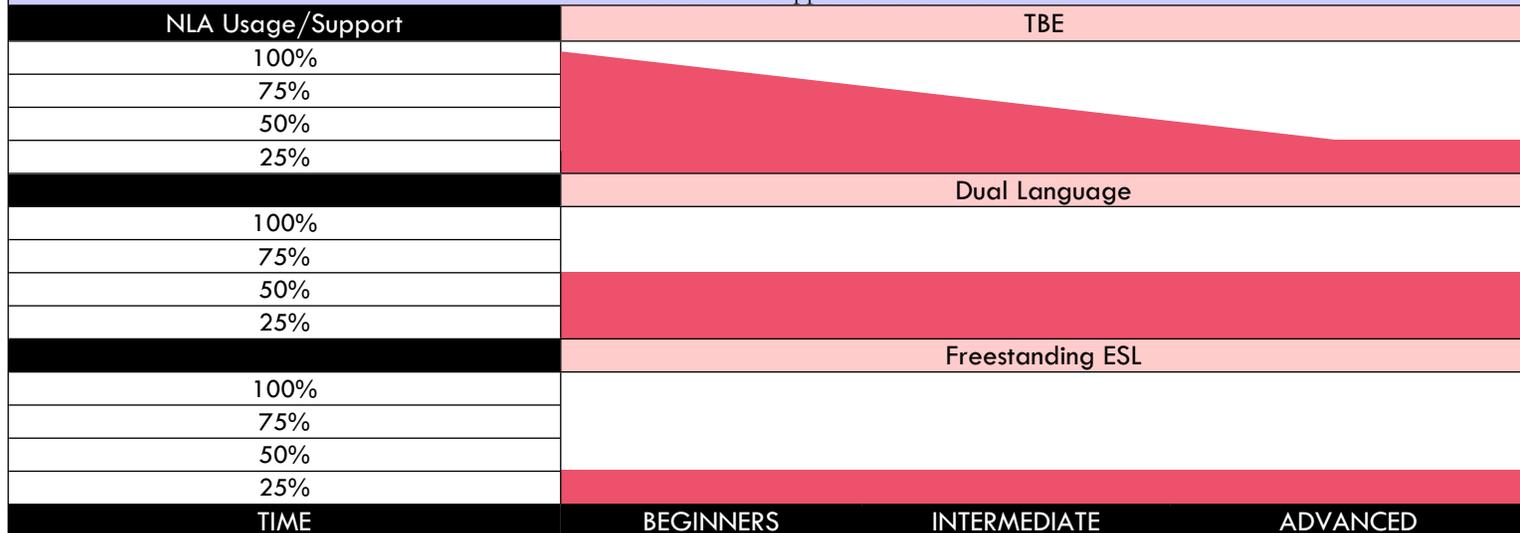
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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. ELL students receive the same targeted intervention programs as all other students. This is based on the needs of each student. All programs are offered in English only. AIS is provided for students in small groups according to need. Instruction is differentiated and specific skills are targeted. AIS is provided in ELA and Math during the school day. AIS is provided in the extended day for all subjects.

6. Transitional support is provided in the content-areas. The ESL teacher works with ESL students to complete content-area assignments. 7/8. At this time, no programs will be added or discontinued. At a later date in the year, when present programs are reviewed and student achievement is examined, additional programs or program revisions will be discussed.

9. ELLs are offered all programs. There is no distinction between the programs offered to ELLs or any other students. At the present time, additional programs are offered during extended day. ELLs are invited to these programs based on the same criteria as all students.

10. ELLs are instructed with the same materials as all students. However the ESL teacher uses additional materials to assist ELLs in acquiring language skills necessary to communicate and to assimilate into the classroom. Soliloquy, a computer-based program, is used to help ELLs increase fluency. All students take a pretest in ELA and Math from Study Island, a computer-based program. Then differentiated practice is provided for each student.

11. Native language support is provided when necessary. At the present time, Spanish and Urdu are the only two languages spoken by our ELLs. We have several teachers and paraprofessional who speak Spanish and one paraprofessional who speaks Urdu. However, instruction is provided in English only.

12. All support and resources are aligned with students' grade levels and ages. Services, such as, counseling, SETSS, or AIS are grade and age appropriate in both materials and delivery.

13. Newly enrolled ELL students meet with the ESL teacher. She helps them acclimate to the school and addresses any concerns they express.

14. All middle school students take Spanish. This year the program has been expanded to include grades 6 and 7 in addition to grade 8. Grade 6 and grade 7 students receive two periods per week and grade 8 receives 4 periods per week.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The ESL teacher and all content-area and classroom teachers are provided PD to meet the needs of all students. They are given time to plan and align instruction to meet the demands of the ESL students.

2. Common preps and planning time is given to staff to meet the needs of the ELL students as they move from the elementary grades to the middle school grades. In the elementary grades teachers meet on the grade to plan and provide differentiated instruction for all students. In the middle school, teachers meet in both subject areas and grade level to provide appropriate instruction for all students. The model the ESL teachers uses is changed to provide appropriate support for the ELL students and to help them transition from a self-contained classroom to program in which they are instructed by subject-area teachers.

3. All teaches are instructed in ways to work with the ESL teacher to provide optimal instruction for all ELL students. They will receive a minimum of 7.5 hours of training in aligning classroom instruction with ESL instruction to enable ELL students to receive differentiated instruction to meet their specific educational needs. The ESL teacher and/or administrators will provide professional development. Guest presenters will provide support whenever possible.

E. Parental Involvement

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

1. All parents, including parents of ELLs, are invited to participate in all activities. Parents are encouraged to join the Parent Association. They are asked to become Learning Leaders. In this program, they are trained to help the teacher in the classroom once a week. They help with individual or small groups of children. In addition, parents are invited to student performances, Pasta Night, Pre-School Family Night, Kindergarten Tea, and many other activities

2. At this time, we are not involved with any agencies that provide workshops or services for ELL parents. However, when parents are in need of assistance, our Guidance Counselor, School Psychologist, or Parent Coordinator help them find appropriate help.

3. We evaluate the needs of parents through surveys and communication with the Parent Association and/or Parent Coordinator. In addition, parents are always encouraged to communicate with their child's teachers, Guidance Counselors, and administration.

4. Parent involvement is designed to meet the needs that parents have expressed an interest or concern in. They may vary each year depending on issues that arise. All parents are invited to become Learning Leaders. They participate in an instructional program that prepares them to assist teachers in providing small-group and/or one-to-one instruction. After completing the program, each volunteer is assigned to a class.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1												1
Intermediate(I)			1	1										2
Advanced (A)									1					1
Total	0	1	1	1	0	0	0	0	1	0	0	0	0	4

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

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

- Our school uses DIBELS and Reading 3D to assess early literacy skills. The data indicates that ELLs need to build fluency and increase sight word vocabulary. Reading 3D provides a Fountas and Pinnell level that enables the teachers to provide appropriate instruction and materials. In October, Juan's goal for oral reading fluency (ORF) was I and he achieved Level E. That is 4 levels below his expected level. In NWF (nonsense word fluency), Juan's goal is 50 and he read 15 words in one minute. Jannat's goal for ORF is 77 and she read 55 words in one minute. Her reading level goal is N and she read at level I.
- On the NYSESLAT proficiency levels indicated a definite pattern. All students tested scored one level higher in listening/speaking than in reading/writing. For example, one grade 7 student achieved a proficient level in listening/speaking and an advanced level in reading/writing.
- NYSESLAT patterns indicate that students need more practice reading so that they can build fluency and comprehension. They need to increase vocabulary and they need to practice using context clues to determine unfamiliar words. In addition, they need to add more details to written responses.
- Our ELL students are able to communicate fairly well in English. Three of our ELLs are Special Education students in self-contained classes. Results on exams indicate that they have learning difficulties, which are important to monitor. Although ELLs have scored at levels 1 and 2 on the ELA, they have difficulty in their native language as well.
 - The ELL Periodic Assessment was not given last year.
 - Periodic Assessments in ELA and Math help determine the skill that need to be targeted. Small-group instruction is provided to improve these skills. The ESL teacher also provides instruction that targets weaknesses.
- N/A
- We evaluate the success of our programs for ELLs in several ways. Firstly, we examine how middle school students' achievement in subject areas on unit tests, projects, homework, and Periodic Assessments. We determine strengths and weaknesses and the areas in which additional support is needed. Then we examine the NYS exam scores and the ITT tool to determine areas of weakness. In grades 3-5, we examine Periodic Assessments, class work, and teacher observation to determine how well ELLs are doing and how successful instruction is. In grades K-2, we rely on DIBELS, Reading 3D, and teacher observation to determine how well instruction is meeting their needs. Ultimately, we

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		