



P.S. 212

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 212
ADDRESS: 34-25 82 STREET
TELEPHONE: 718-898-6973
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 343000010212 **SCHOOL NAME:** P.S. 212

SCHOOL ADDRESS: 34-25 82 STREET, QUEENS, NY, 11372

SCHOOL TELEPHONE: 718-898-6973 **FAX:** 718-898-7068

SCHOOL CONTACT PERSON: Carin Ilene Ellis **EMAIL ADDRESS:** cellis6@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda Lent

PRINCIPAL: CARIN ILENE ELLIS

UFT CHAPTER LEADER: Linda Lent

PARENTS' ASSOCIATION PRESIDENT: Frecia Taboada & Jose A. Martinez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** CFN 410

NETWORK LEADER: ALTAGRAC SANTANA/Wladimir Pierre

SUPERINTENDENT: PHIL COMPOSTO

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
CARIN ILENE ELLIS	Principal	
Linda Lent	UFT Chapter Leader	
Caryn Miller	Admin/CSA	
Noreen Treadway	UFT Member	Comments: submitted approved signature by hand because she was unable to successfully sign in and submit electronically.
Deborah Wurgler	UFT Member	
Rosalinda Chirinos	UFT Member	
Mary Ellen Guerrero	Parent	Comments: submitted approved signature by hand because she was unable to successfully sign in and submit electronically.
Victoria Hernandez	Parent	
Frecia Taboada	PA/PTA President or Designated Co-President	
Olga Zapata	Parent	
Kate Mullen	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

PS 212Q is located in the Jackson Heights Historical District. Artwork created by volunteers is displayed throughout the building. PS 212Q was built to house approximately 550 students. Within the walls of this six floor building, we now house almost 800 students and approximately 100 adults on a daily basis.

Overview of Special Initiatives:

In the primary grades, the teachers use the Teachers College Reading and Writing Project and a strong phonics-based program. We differentiate instruction for our students by giving an initial assessment and grouping them homogeneously into flexible reading groups, led by classroom teachers, reading specialists... Upper grades use the reading program, Reading Streets. Students are assessed within their groups and are moved into other groups depending upon their progress. Students have at least one additional period per day during when they work with their teachers on literacy activities.

We have self-contained ESL classes that help newcomers acclimate.

K-5 grade teachers and supervisors are curriculum mapping the new Core Curriculum Literacy standards.

PS 212Q also uses Visual Thinking Strategies (VTS) to allow students to view and discuss visual images orally and in writing.

PS 212Q partners with Bank Street College on content based social studies professional development and ways for students to learn about the curriculum through a projects-based approach.

We have begun using the S'cool Moves program in an effort to facilitate academic success.

PS 212Q participates in CookShop classroom, CookShop for Adults, and CookShop After School. We use Everyday Math in all grades. Full class and small group instruction takes place on a regular basis.

We use the results of parent interviews and surveys to devise bimonthly parent training sessions.

We offer adult ESL classes two afternoons per week.

The Parent Teacher Association holds monthly meetings and fundraisers.

PS 212Q received an ARIS parent Link grant that enables us to have four additional computers, dedicated specifically for parent use.

Strategic Collaborations and Partnerships:

We have an ongoing relationship with Kat Alston, who works with students on studying and performing various genres of music.

Grade 2 works with LEAP to develop the strengths and talents of young leaders.

We have grants from VH1, Schoolhouse Rock, Donors Choose, and the US Tennis Association.

PS 212Q works with the community based organization, HANAC.

PS 212Q hosts a Peruvian Folklore group, basketball and soccer games for local teams, and the Boy Scouts.

Our PTA funds our after school chess, tennis, dance, and music clubs.

New York Cares sends volunteers to participate in a reading program for our K-2 students.

□

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. 212								
District:		30	DBN #:		30Q212	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			95.1	95.7	TBD	
Kindergarten		102	114	119						
Grade 1		99	104	118	Student Stability - % of Enrollment:					
Grade 2		133	100	105	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		133	154	132			97	93.19	TBD	
Grade 4		110	134	160						
Grade 5		146	108	132	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			75	73.9	88.7	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			3	11	TBD	
Grade 12		0	0	0						
Ungraded		14	3	14	Recent Immigrants - Total Number:					
Total		737	717	780	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							21	13	11	
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		32	26	27	Principal Suspensions		0	2	TBD	
# in Collaborative Team Teaching (CTT) Classes		10	20	30	Superintendent Suspensions		2	8	TBD	
Number all others		48	48	48						
<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		0	0	0	
<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	172	194	178	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	9	6	43	Number of Teachers	47	52	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	16	18	TBD
				Number of Educational Paraprofessionals	6	6	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	94.2	TBD
				% more than 2 years teaching in this school	85.1	82.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	74.5	67.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	85	85	TBD
American Indian or Alaska Native	0	0.1	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	85	100	TBD
Black or African American	2.3	1.7	1.7				
Hispanic or Latino	72.6	72.7	77.6				
Asian or Native Hawaiian/Other Pacific Isl.	15.2	15.3	12.6				
White	9.9	10.2	7.2				
Multi-racial							
Male	46.3	46.4	46.7				
Female	53.7	53.6	53.3				
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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	92	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	52	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?

English Language Arts Summary of Needs Assessment Findings Early Childhood K-2

A survey of the K-1 teacher's indicates that the use of Open Court Phonics and The Teacher's College Reader's and Writer's Workshop successfully address the needs of our students. The workshop model allows teachers the time to assess their students during individual conferences. This year we have implemented Reading Street in grade 2 to strengthen vocabulary skills and prepare students in the anticipation of testing in Grade 3. All of these programs have allowed teachers to base their instruction on assessments. Children are given time to practice specific skills and strategies that have been clearly modeled. Small group instruction across the grades provided students will the support that is scaffolded to meet their individual needs. Writing folders reflect work done in writer's workshop. Leveled libraries allow students to practice reading strategies in books that are "just right" giving them opportunities to grow as readers. Differentiated instruction with leveled books allows teachers to teach one concept or strategy to the whole class and in small groups, while students practice in books at their own pace.

Second grade teachers will be participating in the Active Learning Leads to Literacy (ALLL) program. This is a 40-session residency that uses dance, drama, visual arts, music, games, field trips and cooking to teach literacy skills. It provides monthly professional development, and encourages planning among teachers and teaching artists. This program will help to increase the listening, speaking, reading and writing skills of all students. It will provide English language learners with hands on experiences that will increase their language skills and further their language development. Since going through the program last year, first grade will continue to implement the LEAP program using the strategies taught by the teaching artists.

First grade will continue to be involved with planning and professional development through Bank Street College. Using the theme emersion model, teachers will develop a unit for social studies that is aligned with state standards. This will increase vocabulary development in the content area and provide children with meaningful ways to make connections across curriculum areas.

Kindergarten through second grade teacher and students will be involved in the Cook Shop program. CookShop Classroom is a nutrition education curriculum designed to increase elementary school children's consumption of whole and minimally processed plant foods through hands-on exploration and cooking activities in the classroom. Through this program, students will have opportunities to strengthen their reading, writing, speaking and listening skills.

Kindergarten through second grade teachers and students will continue to be involved in Visual Thinking Strategies (VTS) program. Visual Thinking Strategies (VTS), is a school curriculum and teaching method that:

- * Uses art to develop critical thinking, communication and visual literacy skills
- * Asks educators to facilitate learner-centered discussions of visual art
- * Engages learners in a rigorous process of examination and meaning-making through visual art
- * Measurably increases observation skills, evidential reasoning, and speculative abilities
- * Engenders the willingness and ability to find multiple solutions to complex problems
- * Uses facilitated discussion to enable students to practice respectful, democratic, collaborative problem solving skills that over time transfer to other classroom interactions, and beyond
- * Uses eager, thoughtful participation to nurture verbal language skills, and writing assignments to assist transfer from oral to written ability
- * Produces growth in all students, from challenged and non-English language learners to high achievers
- * Underscore connections to art and strengthens the role of museums as a valuable resource in students' lives

An analysis of the Kindergarten student achievement data, indicates the following:

That student's academic performance in reading, writing and accountable talk has improved. This is due to the increased use of visual aids such as Reading and Writing Charts, independent book baggies (in class and for home), increased school/home communications (what strategies to work on), immersion of read alouds to build higher capacity for class conversations. There is also a focus on building the stamina. The Kindergarten teachers are working with these young students to instill a love of reading and increase their stamina at a young age. The structured writing curriculum has also increased student language abilities. The teachers on the grade are utilizing the Promethean boards, which allows them to create flipcharts that address the various learning styles of the students. Along with use of Promethean Boards, the teachers have also created and implemented choice boards as a way to differentiate with their whole class.

An analysis of the first grade and second grade student achievement data, indicates the following:

Through the use of leveled independent book baggies, students were able to increase stamina and fluency in reading. In addition, students' conversations about books are more meaningful and focused through the use of the read aloud with accountable talk and teacher modeled think alouds. The incorporation of strategy lessons and AIS push in for reading, have helped to differentiate instruction and create small groups. The teachers on the grade are utilizing the Promethean boards, which allows them to create flipcharts that address the various learning styles of the students.

K-2 Performance on the 2008-2009 Teacher's College Reading and Writing Assessment (TCRWP)

Summary of data analysis/findings of four K-2 students on the TCRWP assessment: Since this was our second year with this assessment, we had to analyze each grade individually based on the movement of their reading levels. The results of our TCRWP assessment indicated that the majority of our students in grades K-2 improved from the Fall to the Spring administration.

Kindergarten :

Since Kindergarten administers the assessment only two times throughout the year, the data may not reflect the amount of progress these students actually make from their entrance into the school in September. 3.2% of the students increased their independent reading level by 5 reading levels. Additionally, 6.5% of the student increased their independent level by 4 reading levels. Therefore, 9.7% of the Kindergarten students were reading on the same level as those students in the middle of first grade. 28.0% of the students increased their reading level 3 levels from where they started in January. 41.9% of the students moved up 2 reading levels. Due to our high ELL

population, many of these students were emergent readers and had little or no grasp of the English language. A trend we that see is that there is a decrease in the movement in their independent reading levels as the students move up in the reading levels. This may be due to the high percentage of ELL students in the Kindergarten. The lack of foundations in the English language makes it difficult for these young students to increase their independent reading levels. We have incorporated a variety of strategies, such as small group instruction and various modalities, to assist these students in their grasp of the English language as well as increasing their reading levels. We hope that these efforts will be reflected in our data for the upcoming year. However, as you will see, this trend does not continue into the next grade and significant improvements in reading levels occurred.

First Grade:

First grade is formally assessed three times a year. The data we tracked reflects the change from the Fall administration to the Spring administration. According the to data, 57% of the students increased their independent level at least 5 levels. Within this 57%, 31.9% of the students had an increase of 5 levels, 24.1% of the students had an increase of 6 levels and 1% of the students had an increase of 7 levels. In moving five levels, this means if a student was at a level D in the Fall, which is a Kindergarten level and therefore below grade level, they could be a level I, which is on grade level. If a student started at a level D in the fall, which again is below grade level, and increased their reading level K, they would be above grade level. Students' increasing their reading levels by 4 levels was seen in 20.7% of the students. Consequently, those students that increased their reading level by 3 levels or less was 19.0% of the students. The data indicates that the majority of the students increased their reading level by at least 4 levels, thus indicating significant gains. One possible reason for the increase in the reading levels was the implementation of small group instruction where the needs of the students could be addressed easier.

Second Grade:

As with first grade, the second grade is formally assessed three times a year. The data we tracked reflects the change from the Fall administration to the Spring administration. According to the data, 33.2% of the students increased their reading level at least 5 levels from the Fall to the Spring. Within this 33.2%, 6.2% of the students increased their reading level by 5 levels, 20.8% increased their reading level by 6 levels and 6.2% increased their reading level by 7 reading levels. If a student began the year at a level H, which is below grade level, and increase their reading level to a M, which is 5 reading levels, they would be on or close to grade level. Additionally, if a student begins at a level H and increases their reading level 6 or 7 levels, they would be on grade level. Students' increasing their reading levels by 4 levels was seen in 20.8% of the students. Additionally, students' increasing their reading levels by 3 levels was seen in 26.0% of the students. Students' increasing their reading levels by less than 3 reading levels was seen in 32.2% of the population. As we look at the trend of a great number of our students increasing their reading levels by 3 levels or less, we have made certain changes across the grade. The implementation of Reading Street will provide the students with the vocabulary and phonemic awareness that may inhibit them from progressing in their reading levels. We will continue to provide the students with small group instruction and target their specific needs in these small groups.

Implications for the Instructional Program – English Language Arts

Early Childhood K-2

Based on our analysis of the data and all relevant findings, the following are implications for our Literacy instructional program on the lower grades:

- We will continue to support our students' growth in literacy with Teacher's College Reader's and Writer's Workshop in addition to the Open Court Phonics Program on Grades K and 1. We will use the Reading Street program in Grade 2.
- Teachers will focus on small group instruction to provide differentiated instruction to meet individual students needs, through strategy lessons and guided reading groups.
- Computer software programs are used to incorporate reading strategies and decoding to help students become more proficient readers, e.g. Reader Rabbit, Arthur.
- ELL students will use computer software to develop language skills.

- Students will have access to online literacy programs such as Starfall, Pebblego, Raz-kids, and Head Sprouts to strengthen decoding skills, fluency and comprehension.
- ELL students will receive small group instruction using Treasure Chest Reading series.
- Special Education will use computer technology to learn through multi-sensory activities.
- We will continue to increase mainstreaming our special education students by continuing to have an I.C.T class in Kindergarten as well as creating an additional I.C.T. class in First Grade.
- Our special education teachers and support staff will continue to use the Wilson Method and implement the program at least 5 periods a week.

The good results of the RASP assessment indicate that the programs we use in our lower grades are effective and we will continue to use them and refine the strategies within each program further. We will continue to use our excellent Open Court Phonics Program on Kindergarten and Grade 1. All Grade 2 teachers will be provided training in the use of Reading Street and implement into the weekly routine. In grades Kindergarten and 1, we will continue to use the Teacher’s College reading and writing workshop on a daily basis with a stronger focus on developing conversations of story elements through partners and groups. The literacy components that support the reading and writing workshops will be particularly focused upon. The read aloud with accountable talk, shared reading and writing, interactive writing and word study will be areas that will be done on a daily basis. In speaking with the upper grade teachers, the 2nd grade teachers decided to implement the Reading Street series. Through this program, there is a focus on phonics, vocabulary, grammar and reading strategies. Professional books and mentored texts will be ordered that lend themselves well to these particular components to make instruction more effective. These books will assist the teachers in implementing differentiation instruction and providing students with feedback on their work. This will help them to meet their own personal goals. Our teachers will work closely together to plan units of study in literacy throughout the year with the support of our literacy coach.

Grade 3 NYS ELA

Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	111	5.0%	32.0%	41.0%	22.0%	63.0%
2009	124	0.0%	8.0%	82.0%	10.0%	92.0%
2008	111	0.0%	25.2%	64.9%	9.9%	74.8%

An analysis of the Grade 3 ELA Assessment results, over a three-year period from 2008 to 2010, indicates the following:

Results for **General Education students** indicate the percentage of students scoring at Level 1 increased 5.0%. We had a 6.8% increase in the number of students performing at Level 2. The percentage of students scoring at Level 3 over the past three years decreased from 64.9% to 41.0% which is a 23.9% decrease. The percentage of students scoring at Level 4 increased from 9.9% to 22.0% an increase of 12.1%. An analysis of this three-year trend in ELA General Education student performance indicates that the percentage of students scoring at a level 3 decreased while the percentage of students scoring at a level 4 increased. We also saw an increase in Level 1 and Level 2. This negative trend in student achievement is being addressed by implementation of the Reading Street program, small group instruction, differentiation of instruction, targeting specific areas of need as indicated by NYS ELA item analysis and Acuity, unit tests, and informal assessments.

Grade 4 NYS ELA

Grade 4	# Tested					
Year		Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	127	2.0%	43.0%	50.0%	5.0%	55.0%
2009	114	1.0%	16.0%	76.0%	7.0%	83.0%
2008	97	4.1%	28.9%	58.8%	8.3%	67.0%

An analysis of the Grade 4 ELA Assessment results, from 2008 to 2010, indicates the following:

Results for **General Education students** indicate the percentage of students scoring at Level 1 decreased from 4.1% to 2.0%, a decrease of 2.1%. The percentage of students scoring at Level 2 increased from 28.9% to 43.0%, a increase of 14.1%. The percentage of students scoring at Level 3 decreased from 58.8% to 50.0%, an decrease of 8.8%. The percentage of students scoring at Level 4 decreased from 8.3% to 5.0%, a decrease of 12.0%. An analysis of this three-year trend in ELA General Education student performance indicates that the percentage of students scoring at a level 1 decreased indicating that there was progress among the level 1 students. This also is an indicator of the increase in Level 2 students. The percentage of students scoring at a level 3 and level 4 decreased. This negative trend in student achievement is being addressed by continued implementation of Reading Street program, small group instruction, differentiation of instruction, targeting specific areas of need as indicated by NYS ELA item analysis and Acuity, unit tests and informal assessments.

Grade 5 NYS ELA

Grade 5						
Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	121	7.0%	39.0%	41.0%	12.0%	53.0%
2009	93	0.0%	17.0%	65.0%	18.0%	83.0%
2008	124	0.0%	16.1%	79.8%	4.0%	83.9%

An analysis of the Grade 5 ELA Assessment results, from 2008 to 2010, indicates the following:

Results for **General Education students** indicate the percentage of students scoring at Level 1 increased from 0% to 7% an increase of 7%. Level 2 increased from 16.1% to 39.0% an increase of 22.9%. The percentage of students scoring at Level 3 decreased from 79.8% to 41.0% a decrease of 38.8%. The percentage of students at Level 4 increased from 4.0% to 12.0%, an increase of 8.0%. An analysis of this three-year trend in ELA General Education student performance indicates the percentage of students scoring a level 4 increased over the three years. However, the percentage of students scoring at levels 1 and 2 increased indicating a negative trend. Another negative trend is also indicated in decrease in the number of Level 3 students. In order to see a positive trend in student achievement that are on the border of a Level 2 and Level 3 for the upcoming school year, we

will increase activities and programs that strengthen the skills of students scoring a high Level 2 and low Level 3. This negative trend in student achievement is being addressed by continued implementation of small group instruction through the Reading Street program, differentiation of instruction, targeting specific areas of need as indicated by the NYS ELA item analysis and Acuity, unit tests and informal assessments.

2009-2010 Student Subgroups for English Language Arts

Analysis of student achievement in English Language Arts by subgroup from 2008 to 2010, indicates the following:

Grade 3						
Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	26	50.0%	27.0%	15.0%	8.0%	23.0%
2009	29	17.0%	38.0%	45.0%	0.0%	45.0%
2008	14	28.6%	42.9%	28.6%	0.0%	28.6%

Results for special education students indicates an increase of 21.4% of the students scored at Level 1. The percentage of students scoring at Level 2 decreased from 42.9% to 27.0%, a decrease of 15.9%. At Level 3 the percentage of students decreased from 28.6% to 15.0% a decrease of 8.0%. However, there was an increase of students scoring a Level 4 with an increase of 0% to 8.0%. As we examine the three year trends, we noticed that there was an increase in Level 1 students. There was also a decrease in students scoring Level 2 and Level 3. However, there was a positive trend in the students scoring Level 4. In looking at the negative trends, we have worked and will continue to work on creating small group and differentiated instruction through the Reading Street program, targeting the areas of need as indicated by the NYS ELA item analysis and Acuity assessments, unit tests and informal assessments.

Grade 4 NYS ELA Special Education

Grade 4 # Tested						
Year	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %	
2010	30	30.0%	37.0%	13.0%	0.0%	13.0%
2009	15	33.0%	33.0%	33.0%	0.0%	33.0%
2008	11	18.2%	54.6%	27.3%	0.0%	27.2%

Results for special education students indicate that the percentage of students scoring at a Level 1 increased from 18.2% to 30.0%, an increase of 11.8%. The percentage of students scoring at Level 2 students decreased from 54.6% to 37.0%, a decrease of 17.6%. Level 3 students decreased from 27.3% to 13.0%, a decrease of 14.3%. We strive to provide additional support to these students. As we examine the three year trends, we noticed that there was an increase in Level 1 students. There was also a decrease in students scoring Level 2 and Level 3. In looking at the negative trends, we have worked and will continue to work on creating small group and differentiated instruction through

the Reading Street program, targeting the areas of need as indicated by the NYS ELA item analysis and Acuity assessments, unit tests and informal assessments.

Grade 5 NYS ELA Special Education

Grade 5

Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	12	42.0%	58.0%	0.0%	0.0%	0.0%
2009	14	0.0%	43.0%	57.0%	0.0%	57.0%
2008	15	20.0%	46.7%	33.3%	0.0%	33.3%

Results for special education students indicate the percentage of students scoring at Level 1 increased from 20.0% to 42.0%, an increase of 22.0%. The percentage of students achieving Level 2 increased from 46.7% to 58.0% an increase of 11.3%. The students achieving Level 3 decreased from 33.3% to 0%, a decrease of 33.3%. In looking at the negative trends, we have worked and will continue to work on creating small group and differentiated instruction through the Reading Street program, targeting the areas of need as indicated by the NYS ELA item analysis and Acuity assessments, unit tests and informal assessments.

Grade 3 NYS ELA ELL 2008-2010

Grade 3

Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	36	25.0%	28.0%	19.0%	28.0%	37.0%
2009	30	13.0%	27.0%	60.0%	0.0%	60.0%
2008	26	15.4%	65.4%	19.2%	0.0%	19.2%

Results for English Language Learners indicate the percentage of students scoring at a Level 1 increased from 15.4% to 25.0%, an increase of 9.6%. The percent of students scoring at a Level 2 decreased from 65.4% to 28.0% a decrease of 37.4%. The percentage of students scoring at a Level 3 decreased from 19.2% to 19.0%, a decrease of 0.2%. The level of students performing at a Level 4 increased 28.0%. An analysis of this three-year trend in ELA English Language Learners student performance indicates that the percentage of students scoring at Level 1 increased and Level 2 decreased. The percentage of students scoring at a level 3 stayed relatively the same. There was a significant increase in students performing at Level 4, thus indicating noteworthy gains. This positive trend in student achievement will be maintained by continuing activities and programs that strengthen the skills of students scoring on Level 4. We will continue our focus on vocabulary development and an increase in content knowledge through our reading and social studies programs.

Grade 4 NYS ELA ELL 2008-2010

Grade 4 #
Tested

Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	24	33.0%	58.0%	8.0%	0.0%	8.0%
2009	27	22.0%	56.0%	22.0%	0.0%	22.0%

2008 17 29.4% 58.8% 11.8% 0.0% 11.8%

Results for English Language Learners indicate the percentage of students scoring at a Level 1 increased from 29.4% to 33%, an increase of 3.6%. The percent of students scoring at a Level 2 decreased from 58.8% to 58.0% a decrease of 0.8%. The percentage of students scoring at a Level 3 decreased from 11.8% to 8.0%, a decrease of 3.8%. An analysis of this three year trend in ELA English Language Learners student performance indicates that the percentage of students scoring at Level 1 increased and the percentage of students scoring at a level 2 and 3 decreased. The decrease in Level 2 students maybe correlated to the increase in the Level 1 percentages. Therefore, we have addressed this area of need by creating small group instruction in our reading block. We have also continued to address the lack of level 4's in this population by providing small group instruction, differentiation of instruction, targeting specific areas of need as indicated by the NYS ELA item analysis and Acuity, unit tests and informal assessments.

Grade 5 NYS ELA ELL

Grade 5

Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	26	38.0%	50.0%	12.0%	0.0%	12.0%
2009	15	0.0%	67.0%	33.0%	0.0%	33.0%
2008	14	21.4%	64.3%	14.3%	0.0%	14.3%

Results for English Language Learners indicate the percentage of students scoring at a Level 1 increased from 21.4% to 38.0%, an increase of 16.6%. The percent of students scoring at a Level 2 decreased from 64.3% to 50.0% a decrease of 14.3%. The percentage of students scoring at a Level 3 decreased from 14.3% to 12.0%, a decrease of 2.3%. An analysis of this three-year trend in ELA English Language Learners student performance indicates that the percentage of students scoring at Level 1 increased and the percentage of students scoring at a level 2 and 3 decreased. Therefore, we have addressed this area of need by creating small group instruction in our reading block. We have also continued to address the lack of level 4's in this population by providing small group instruction, differentiation of instruction, targeting specific areas of need as indicated by the NYS ELA item analysis and Acuity, unit tests and informal assessments.

Progress Report Analysis for English Language Arts

Student Progress for English Language Arts indicates the following:

- *Percentage of Students at Proficiency (Level 3 or 4): 51.8% of our students scored either a level 3 or 4, which is 40.3% from the lowest (21.2%) to the highest (97.2%) in relation to our Peer Horizon and 40.8% in relation to the City Horizon.*
- *Median Student Proficiency: Our school's median proficiency rating is 3.03. In comparison to our Peer Horizon, we were 49.0% where the lowest proficiency rating was 2.52 and the highest was 3.58. We placed lower by 0.6% in comparison the to the City Horizon of 48.4%.*
- *Median Growth Percentile: 61.0% of our students fell in the median growth percentile , which is 42.1% from the lowest (45.6%) to the highest (82.2%) score relative to our Peer Horizon and 27.2% of the way relative to our City Horizon.*
- *Median Growth Percentile for School's Lowest Third: 70.0% of our students fell into this section. In comparison to our Peer Horizon, 50.0% of our students scored in the median percentile with the lowest being 50.6% and the highest being 89.4% and 39.9% of our*

students scored in the median percentile in relation to the City Horizon from the lowest (56.0%) to the highest (91.1%).

Our school received extra credit for closing the achievement gap for SETSS. 18.8% of our SETTS students have exemplary proficiency gains in E.L.A. We also received extra credit for closing the achievement gap with the lowest 1/3 citywide. 50.7% of our lowest 1/3 students make exemplary proficiency gains in ELA.

In looking at our School Accountability Report:

- 6 out 7 student groups made AYP in English Language Arts.
- We did not make AYP in the subgroup Students with Disabilities. We did have 100% students tested, but did not meet our performance index of 139. Our projected target for next year is 143.

Grade	3	New	York	State	ELA	Test
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Based on our analysis of the data and all relevant findings, the following are implications for our Literacy instructional program for Grade 3 students:

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 90-minute literacy block and the Reading Street reading program. During this literacy block, students will be broken into small groups based on ability across the grade. Classroom teacher, AIS teachers, SETTS teacher, and ESL teachers will each have a small group and develop lessons that meet the needs of their small group.
- The implementation of a school-wide balanced literacy program with parallel instruction in all classes including a self contained ESL class.
- Continued support to all students who are not meeting State standards through Title 1, Academic Intervention Services, After School Programs and SETSS.
- All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the six dimensions of reading: 1) understanding how phonemes are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read.
- Classroom libraries will continue to be established in every classroom. A variety of class sets of books, additional leveled books, genre and theme related material will be supplied. Professional Development will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading, balanced literacy and workshop model.
- Students are encouraged to use technology, e.g. Promethean Boards, computer software, Acuity tutorials and internet research.
- Mobile labs are used to work on ongoing class projects as a full class and group activities.
- ELL's and lower leveled students will use computer software to help strengthen their language skills, through modeling and imitation. Books on tape provide a rewarding reading experience.
- ELL students will receive small group instruction using the Reading Street series to help foster language acquisition, vocabulary development and reading skills.
- Writing rubrics have been developed and used with students to assess their own writing at various points in the writing process; opportunities will be provided for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on students needs to meet the standards.

- Teachers will use data from formal and informal assessments to provide differentiated instruction: i.e. Acuity, conference notes, Reading Street weekly assessments, and Reading and Writing Unit checklists.
- Teachers will reinforce literacy strategies during content area instruction.
- Teachers will continue incorporate the Theme Immersion approach into their content area instruction in cooperation with Bank Street.
- Investigation of best practices for sustaining and accelerating the achievement of English language learners will be incorporated.

Grade 4 New York State ELA Test

Based on our analysis of the data and all relevant findings, the following are implications for our Literacy instructional program for Grade 4 students:

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 90-minute literacy block using the Reading Street Series and Writing Program. Students will work in a small group setting to help strengthen various reading strategies during part of the 90-minute literacy block. This grouping will include all classroom teachers on the grade, AIS teachers, SETTS teacher, and ESL teacher.
- The implementation of a school-wide balanced literacy program with parallel and differentiated instruction in all classes including a I.C.T. special education class, and a self-contained special education class.
- Continued support to all students who are not meeting State standards through Title I, Academic Intervention Services, After School Programs and SETSS.
- Increased opportunities for the mainstreaming of special education students in general education classes.
- All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the six dimensions of reading: 1) understanding how phonemes are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read.
- Classroom libraries will continue to be established in every classroom. A variety of class sets of books, additional leveled books, and a variety of theme and genre related books will be supplied. Professional Development will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading, balanced literacy and workshop model.
- Writing rubrics have been developed and used with students to assess their own writing at various points in the writing process; opportunities will be provided for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on students needs to meet the standards.
- Teachers will use data from formal and informal assessments to provide differentiated instruction: i.e. Acuity, conference notes, Reading Street weekly assessments, and Reading and Writing Unit checklists.
- Teachers will reinforce literacy strategies during content area instruction.
- Teachers will continue incorporate the Theme Immersion approach into their content area instruction in cooperation with Bank Street.
- Investigation of best practices for sustaining and accelerating the achievement of English language learners will be incorporated.
- Computer software is used to help students publish their stories (Writer's Workshop) and research topics.
- The use of the Promethean Boards will be used to increase student knowledge and understanding across the curriculum.
- ELL students and lower leveled students will use computer software, such as Raz-Kids, to help

strengthen their language development, type their work, research topics and listen to books on tape.

- Special Education will use computer software to create an interactive learning environment for learning, e.g. living books, phonics, etc. Books on tape give children an opportunity to successfully read a book.

Grade 5 New York State ELA Test

Based on our analysis of the data and all relevant findings, the following are implications for our Literacy instructional program for Grade 5 students:

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 90-minute literacy block using the Reading Street Series and the Teacher's College Writing Program. Students will work in a small group setting to help strengthen various reading strategies during part of the 90-minute literacy block. This grouping will include all classroom teachers on the grade, AIS teachers, SETTS teacher, and ESL teacher.
- The implementation of a school-wide balanced literacy program with parallel and differentiated instruction in all classes including the self contained special education class.
- Increased opportunities for the mainstreaming of special education students in general education classes through project based learning.
- The implementation of a school-wide balanced literacy program with parallel and differentiated instruction in all classes including a I.C.T. special education class, and a self-contained special education class.
- Mobile labs are used to work on ongoing class projects as a full class and group activities.
- Continued support to all students who are not meeting State standards through Title 1, Academic Intervention Services, After School Programs and SETSS.
- Intensive instruction funded through the Title III grant targeted towards parents, students and teachers. Topics included: literacy instruction, technology, math, and science.
- All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the six dimensions of reading: 1) understanding how phonemes are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read.
- Classroom libraries will continue to be established in every classroom. A variety of class sets of books, additional leveled books and a variety of theme and genre related material will be supplied. The Literacy Coach will provide professional development. Professional Development will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading, balanced literacy, and workshop model.
- Writing rubrics have been developed and used with students to assess their own writing at various points in the writing process; opportunities will be provided for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on students needs to meet the standards.
- Teachers will use data from formal and informal assessments to provide differentiated instruction: i.e. Acuity, conference notes, Reading Street weekly assessments, and Reading and Writing Unit checklists.
- Teachers will reinforce literacy strategies during content area instruction.
- Investigation of best practices for sustaining and accelerating the achievement of English language learners.
- Use of computer software is done for students to publish their stories (Writer's Workshop) and research information. The use of the Promethean Board will be used to increase student knowledge base and understanding across the curriculum.
- ELL, special education, and the lower performing students will use computer software, such as Raz-Kids and Headsprouts, to help strengthen their language skills, type their work (Writer's Workshop), do research and listen to books on tape.

Implications for 2009 Student Subgroups for English Language Arts

Analysis of the data indicates there extra support for AIS students has been successful. We will continue to use differentiated instruction and a variety of push-in/pull-out program models to aide these students and help them to reach proficiency. We hope to continue to offer after-school classes to support our ELL and AIS students. In addition we will offer intensive professional development in ESL and AIS strategies and the implementation of ESL and ELA state and Common Core standards. Where numbers allow, self-contained classes will be formed. We will use funding from the Title III Grant to provide After School classes and Professional Development for teachers, parents and students. This will promote best practices and reinforce the use of ESL methodologies and AIS modification of instruction in the classroom and enable parents to better help their children at home. We will implement the strategies and practices described in our newly created Language Allocation Policy for our ELL population.

We will continue to support our ELL students as well as our special education students with all their reading and writing comprehension skills through our intense Reading Street programs, through all the literacy components such as the read aloud with accountable talk, shared reading, word study and phonics, shared writing, guided reading and writing and book clubs. Students will be instructed through small groups using differentiated instruction and intense ESL strategies. Using leveled classroom libraries with strong cross curricular themes, strong student-friendly charts with visual prompts and strong vocabulary reinforcement will provide the scaffolding supports needed by our students. The use of the Promethean Boards on a daily basis will also meet the various learning modalities of the students. Small strategy group work along with guided reading and writing group work will focus on specific learning needs which will be provided by the teacher, paraprofessional or push-in AIS or ESL providers.

We will continue to strengthen all the skills relating to the different components of the NYSESLAT for our ELL students across all the grades and all the proficiency levels. Our researched-based Open Court Phonics Program will continue to develop and reinforce the listening/speaking skills for our ELL students as well as our Special Needs students. Through our AIS services we will also continue to use the Wilson Reading Program, Headsprouts and Raz-Kids as supplementary programs for extra support. The Read Aloud with Accountable Talk, shared reading, shared writing and interactive writing will be best practices that all our ELL students will be exposed to on a daily basis. All of these literacy components along with the reading and writing workshop which our ELL students will participate daily will help to improve their performance in reading and writing as well. We will work to differentiate instruction in all of these areas through small group instruction and through intense ESL strategies. Some of these will be using Sheltered English, the Total Physical Response (TPR), reader's theater, repeated readings, choral/echo reading, songs, chants and nursery rhymes. Our ELL students will get additional support through our day PCEN/ESL program as well as through our after school Title III ESL program. Our Language Allocation policy and our CR-Part 154 policy describe and support all the afore-mentioned strategies and interventions.

Analysis of Student Performance on the NYSESLAT from 2007-2009

Reading and Writing Results for Grades K-5

R and W All students

	# Tested	Beginning	Intermediate	Advanced	Proficient		
2010	187	6%	24%	34%	36%		
2009	205	6%		20%		38%	36%
2008	177	0%	30%	42%	18%		

K-01 ALL
R Student

and s
W

Year #	Tested	Beginning	Intermediate	Advanced	Proficient
2010	72	10.0%	18.0%	17.0%	56.0%
2009	86	6.0%	20.0%	38.0%	36.0%
2008	80	8.0%	30.0%	36.0%	26.0%

2-4
R ALL
and Student
W s

Year #	Tested	Beginning	Intermediate	Advanced	Proficient
2010	85	4.0%	31.0%	40.0%	26.0%
2009	99	6.0%	27.0%	47.0%	19.0%
2008	77	8.0%	32.0%	49.0%	10.0%

05-
06 R ALL
and Student
W s

Year #	Tested	Beginning	Intermediate	Advanced	Proficient
2010	30	7.0%	17.0%	60.0%	17.0%
2009	20	5.0%	30.0%	45.0%	20.0%
2008	20	25.0%	20.0%	40.0%	15.0%

Listening and Speaking Results for Grades K-5

L and S All Students

	# Tested	Beginning	Intermediate	Advanced	Proficient		
2010	187	2%	6%	28%	64%		
2009	205	1%		7%	24%	24%	68%
2008	177	3%	6%	44%	47%		

K-01 L and ALL
S Students

Year	# Tested	Beginning	Intermediate	Advanced	Proficient
2010	72	4.0%	7.0%	17.0%	72.0%
2009	86	6.0%	20.0%	38.0%	36.0%
2008	80	8.0%	30.0%	36.0%	26.0%

2-4 L and ALL
S Students

Year	# Tested	Beginning	Intermediate	Advanced	Proficient
2010	85	0.0%	6.0%	31.0%	64.0%
2009	99	6.0%	27.0%	47.0%	19.0%
2008	77	8.0%	32.0%	49.0%	10.0%

Year	# Tested	Beginning	Intermediate	Advanced	Proficient
2010	30	0.0%	7.0%	47.0%	47.0%
2009	20	5.0%	30.0%	45.0%	20.0%
2008	20	25.0%	20.0%	40.0%	15.0%

ELL Student Performance on the NYSESLAT: Analysis of ELL student achievement of the 2009 NYSESLAT shows that overall our students are progressing in an upward fashion. On the R/W portion of the exam, our percentage of students achieving Proficient doubled to 36% in one year. All the other levels decreased a total of 18%. On the L/S portion of the exam, again our students showed great gains. There was a 21% increase in the amount of students achieving the Proficient level on the NYSESLAT. Again we see a positive decrease in the amount of students on the B, I, and A levels totaling 21%.

Our K-1 students showed a considerable increase in their performance on the 2009 NYSESLAT in all areas tested. The most significant being the Listening/Speaking (L/S) portion of the test. Students increased by 44% to the Proficient level and a decrease in all the other levels for L/S. On the Reading/Writing (R/W) portion of the test, there was a 12% decrease in the Beginner and Intermediate levels, while there was a 12% increase on the Advanced and Proficient levels. Hence, our students' performance levels are showing a steady improvement over the past 3 years. The data reveals that our students performed better on the 2009 NYSESLAT L/S portion and our percentages surpass those of the 2007 NYSESLAT.

Our 2-4 students showed a small increase in their performance on the 2009 NYSESLAT results. Both R/W and L/S portions of the test show an increase on the Proficient Levels. Surprisingly, on the R/W portion of the test, there was a combined decreased of 9% in the B, I, and A levels, while there was a 9% increased in the Proficient levels. We can safely say that our students are showing steady improvement in R/W. On the L/S portion of the test, there were mixed results. While the Proficient levels did increase slightly 4%, our Intermediate group also increased by 6%. Our Advanced and Beginning groups decreased by a total of 11%, telling us that additional support must be given to those groups of students.

Our grade 5 students showed a steady progress. In the R/W portion of the test, they showed some gains in the Intermediate, Advanced and Proficient levels. Although, they did show a significant decrease in the Beginning level of 20%. Hence, telling us that they have moved in an upward fashion. On the other hand our students did not show improvement on the L/S portion of the test. Although our Beginning levels decreased by 5% our Intermediate levels increased by 10% and our Proficient students decreased by 5%, telling us that we need to give additional support to our students on the L/S portion of the test.

Mathematics

Summary of Needs Assessment Findings

Grades K-2

An analysis of the Grades K-2 Mathematics Performance from 2008 to 2010 indicates the following:

We assess our students K-2 through formal and informal evaluations and observations e.g. morning routines, calendar math, and math message. Teacher made assessments and student's conferences are used to evaluate student's performance. Speaking with the staff indicates that students K-2 consistently perform at or above grade level in Math. By using the Everyday Math Program children quickly grasp concepts due to the use of manipulatives, skill building activities and playing games. Tests are given after each unit to assess student's mastery of math concepts and skills and allow for re-teaching of concepts when necessary. In addition, the progress check aligned with text made it easier to plan for differentiated instruction. Our students have the experience of using "CookShop" throughout the year. Using everyday foods to assist students in learning math in a real world setting. We have also been using the Promethean Boards to enhance instruction, creating flipcharts to address the different learning styles of the students.

In grade K:

Teacher created homework assignments coordinate with the EDM program, increased use of EDM games, teacher adaptation of EDM lessons to differentiate for population of students and supplementing lessons with cooperative problem solving activities are all taking place.

In grade 1:

Through increased student usage of math tools kits, we noticed that students were better able to solve mathematical problems on their own. In addition, students exhibited increased motivation to learn new mathematical concepts when the lesson started with the math message.

In grade 2:

Increased experiences with the Everyday Math Program and morning routines have contributed to student success, as well as the use of student math reference books.

General Education

Grade 3 NYS Mathematics Test

Grade 3						
Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	138	7.0%	31.0%	40.0%	22.0%	62.0%
2009	158	1.0%	4.0%	75.0%	20.0%	95.0%
2008	131	1.5%	5.3%	61.8%	31.3%	93.1%

An analysis of the Grade 3 NYS-Mathematics Assessment results, from 2008 to 2010, indicates the following:

Results for General Education students indicate that general education students scoring at Level 1 increased from 1.5% in 2008 to 7.0% in 2010, an increase of 5.5%. Level 2 students increased from 5.3% to 31.0%, an increase of 25.7%. Level 3 students decreased from 61.8% to 40% a decrease of 21.8%. The percentage of students scoring at Level 4 decreased from 31.3% to 22%, from 2008-2010 a decrease of 11%. An analysis of this three-year trend in Math General Education students' performance indicates that the percentage of students scoring at levels 1 and 2 increased and the percentage of students scoring at a level 3 and 4 decreased thus indicating a negative trend. This negative trend in student achievement is being addressed by small group instruction, differentiation of instruction, targeting specific areas of need as indicated by acuity, unit tests and informal assessments. Classrooms are equipped with Promethean Boards. They are used to enhance instruction, creating flipcharts to address the different learning styles of the students.

We will also continue to provide support to level 3 and 4 students to maintain high achievement.

In addition to test preparation, teachers feel that increased student experiences with computer math games and hands on activities (manipulatives) and problem solving will also contribute to increased student achievement.

Grade 4 NYS Mathematics Assessment

Grade 4						
Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	158	6.0%	37.0%	45.0%	12.0%	57.0%
2009	131	2.0%	6.0%	53.0%	39.0%	92.0%
2008	110	2.7%	16.4%	52.7%	28.2%	80.9%

An analysis of the Grade 4 NYS Mathematics Assessment results, from 2008 to 2010, indicates the following:

Results for General Education students indicate the percentage of students scoring at Level 1 increased from 2.7% to 6%, an increase of 3.3%. Students scoring at Level 2 increased from 16.4% to 37.0%, an increase of 20.6%. The percentage of students scoring at Level 3 decreased from 52.7% to 45.0%, a decrease of 7.7%. Level 4 students decreased from 28.2% to 12% a decrease of 16.2%. An analysis of this three-year trend in General Education students' performance indicates that the percentage of students scoring at levels 1 and 2 increased and the percentage of students scoring at levels 3 and 4 decreased thus indicating a negative trend.

This negative trend in student achievement is being addressed by small group instruction, differentiation of instruction, targeting specific areas of need as indicated by acuity, unit tests and informal assessments. Classrooms are equipped with Promethean Boards. They are used to enhance instruction, creating flipcharts to address the different learning styles of the students.

We will also continue to provide support to level 3 and 4 students to maintain high achievement.

In addition to test preparation, teachers feel that increased planning time and development of their own monthly calendar, increased use of manipulatives, group work, math games, and supplemental materials will help to increase student achievement.

Grade 5 NYS-Mathematics Test

Grade 5						
Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	135	3.0%	29.0%	39.0%	29.0%	68.0%
2009	110	1.0%	12.0%	50.0%	37.0%	87.0%
2008	146	5.5%	6.9%	63.0%	24.7%	87.7%

An analysis of the Grade 5 NYS-Mathematics Assessment results, from 2008 to 2010, indicates the following:

Results for General Education students indicate the percentage of students scoring at Level 1 decreased from 5.5%, to 3.0%, a decrease of 2.5%. The percentage of students scoring at Level 2 increased from 6.9% to 29.0%, an increase of 22.1%. Students scoring at Level 3 decreased from 63.0% to 39.0%, a decrease of 24.0%. The percentage of students scoring at Level 4 increased from 24.7% to 29.0%, an increase of 4.3%. An analysis of this three-year trend in General Education students' performance indicates that the percentage of students scoring at levels 1 decreased. The

percentage of students scoring at level 2 increased. The percentage of students scoring at a level 3 decreased, while the level 4 students increased, thus indicating some noteworthy gains. This positive trend in student achievement will be maintained by continuing activities and programs that strengthen the skills of the students. The negative trend in student achievement will be addressed with small group instruction, differentiation of instruction, targeting specific areas of need as indicated by acuity, unit tests and informal assessments. Classrooms are equipped with Promethean Boards. They are used to enhance instruction, creating flipcharts to address the different learning styles of the students. In addition to test preparation, teachers feel that increased planning time, development of their own monthly calendar, increased use of manipulatives, group work, math games, problem solving, and supplemental materials will help to increase student achievement.

2008-2010 Student Subgroups Mathematics

Grade 3 NYS Math Special Education

Grade 3						
Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	26	27.0%	62.0%	8.0%	4.0%	12.0%
2009	30	3.0%	20.0%	73.0%	3.0%	77.0%
2008	14	14.3%	21.4%	64.3%	0.0%	64.3%

Results for special education students indicate that the percentage of students scoring at Level 1 in 2008 was 14.3% and increased to 27.0 % in 2010, a 12.7% increase. Level 2 increased from 21.4% to 62.0%, an increase of 40.6 %. The percentage of special education students scoring at Level 3 decreased from 64.3% to 8.0% a decrease of 56.3% from. The percentage of students at Level 4 increased from 0% to 4.0% an increase of 4.0% from. An analysis of this three-year trend in Math Special Education students' performance indicates that the percentage of students scoring at levels 1 and 2 increased and the percentage of students scoring at a level 3 decreased. The percentage of students scoring at a Level 4 increased. The positive trend in student achievement will be maintained by continuing activities and programs that strengthen

the skills of students. Small group instruction, differentiation of instruction, targeting specific areas of need as indicated by acuity, unit tests and informal assessments will continue to help support all students especially with the students where negative trends exist. Classrooms are equipped with

Promethean Boards. They are used to enhance instruction, creating flipcharts to address the different learning styles of the students.

Grade 4 NYS Math Special Education

Grade 4	# Tested					
Year		Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	30	23.0%	50.0%	27.0%	0.0%	27.0%
2009	15	20.0%	27.0%	53.0%	0.0%	53.0%
2008	11	18.2%	18.2%	63.6%	0.0%	63.6%

Results for special education students indicate that the percentage of students scoring at Level 1 increased from 18.2% to 23.0%, an increase of 4.8%. Level 2 students increased from 18.2% to 50.0%, an increase of 31.8%. The number of students achieving Level 3 decreased from 63.6% to 27.0%, a decrease of 36.6%. The Level 4 remained constant at 0. An analysis of this three-year trend in Special Education students' performance indicates that the percentage of students scoring at levels 1 and 2 increased and the percentage of students scoring at a level 3 decreased thus indicating a negative trend. This negative trend in student achievement is being addressed by small group instruction, differentiation of instruction, targeting specific areas of need as indicated by acuity, unit tests and informal assessments. Classrooms are equipped with Promethean Boards. They are used to enhance instruction, creating flipcharts to address the different learning styles of the students. Additional support will be provided to move our Level 1,2 and 3 students.

Grade 5 NYS Math Special Education

Grade 5						
Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	12	25.0%	67.0%	8.0%	0.0%	8.0%
2009	14	0.0%	21.0%	79.0%	0.0%	79.0%
2008	15	40.0%	20.0%	40.0%	0.0%	40.0%

Results for special education students indicate that the percentage of students scoring at Level 1 decreased from 40.0% to 25.0%, a 15% decrease. Level 2 students increased from 20.0% to 67%, a 47.0% increase. Level 3 decreased from 40.0% to 8.0%, a decrease of 32.0%. The Level 4 remained constant at 0. An analysis of this three-year trend in Special Education students' performance indicates that there was a decrease of level 1 students and an increase of students scoring at a level

2, thus indicating noteworthy gains. This positive trend in student achievement will be maintained by continuing activities and programs that strengthen the skills of students. The percentage of students scoring a Level 3 decreased thus indicating a negative trend. This negative trend in student achievement is being addressed by small group instruction, differentiation of instruction, targeting specific areas of need as indicated by acuity, unit tests and informal assessments will continue.

Grade 3 NYS Math English Language Learners

Grade 3						
Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	37	14.0%	46.0%	30.0%	11.0%	41.0%
2009	25	3.0%	17.0%	71.0%	9.0%	80.0%
2008	30	6.7%	20.0%	63.3%	10.0%	73.3%

Results for English Language Learners taking the 3rd grade NYS math test indicate the percentage of students scoring at a Level 1 increased from 6.7 to 14.0%, an increase of 7.3%. The percent of students scoring at a Level 2 increased from 20.0% to 46.0% an increase of 26.0%. The percentage of students scoring at a Level 3 decreased from 63.3% to 30.0%, a decrease of 33.3%. The percentage of students scoring at a Level 4 increased from 10.0% to 11.0%, an increase of 1.0%. An analysis of this three-year trend in Math English Language Learners student performance indicates that the percentage of students scoring at Level 1 and 2 increased and the percentage of students scoring at a level 3 decreased thus indicating negative gains. The negative trend in student achievement will be addressed with small group instruction, differentiation of instruction, targeting specific areas of need as indicated by acuity, unit tests and informal assessments. Classrooms are equipped with Promethean Boards. They are used to enhance instruction, creating flipcharts to address the different learning styles of the students. In addition to test preparation, teachers feel that increased planning time, development of their own monthly calendar, increased use of manipulatives, group work, math games, problem solving, and supplemental materials will help to increase student achievement. We will also continue to provide support to level 3 and 4 students to maintain high achievement.

Grade 4 NYS Math English Language Learners

Grade 4						
Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	25	36.0%	44.0%	20.0%	0.0%	20.0%
2009	30	10.0%	23.0%	57.0%	10.0%	67.0%

2008	19	15.8%	57.9%	26.3%	0.0%	26.3%
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Results for English Language Learners taking the 4thgrade NYS math test indicate the percentage of students scoring at a Level 1 increased from 15.8% to 36.0%, an increase of 20.2%. The percent of students scoring at a Level 2 decreased from 57.9% to 44.0% a decrease of 13.9%. The percentage of students scoring at a Level 3 decreased from 26.3% to 20.0%, a decrease of 6.3%. The percentage of students scoring at a Level 4 remained constant at 0.0%. An analysis of this three-year trend in Math English Language Learners student performance indicates that the percentage of students scoring at Level 1 increased. The percentage of students scoring at level 2 decreased and the percentage of students scoring at a level 3 and 4 decreased thus indicating a negative trend. This negative trend in student achievement is being addressed by giving these students extra support with small group instruction, differentiation of instruction, targeting specific areas of need as indicated by acuity, unit tests and informal assessments. Classrooms are equipped with Promethean Boards. They are used to enhance instruction, creating flipcharts to address the different learning styles of the students. In addition to test preparation, teachers feel that increased planning time, development of their own monthly calendar, increased use of manipulatives, group work, math games, problem solving, and supplemental materials will help to increase student achievement.

Grade 5 NYS Math English Language Learners

Grade 5						
Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%	Level 3-4 %
2010	28	14.0%	61.0%	21.0%	4.0%	25.0%
2009	17	0.0%	47.0%	47.0%	6.0%	53.0%
2008	20	25.0%	20.0%	40.0%	15.0%	55.0%

Results for English Language Learners taking the 5thgrade NYS math test indicate the percentage of students scoring at a Level 1 decreased from 25.0% to 14.0%, a decrease of 11.0%. The percentage of students scoring at a Level 2 increased from 20.0% to 61.0% an increase of 41.0%. The percentage of students scoring at a Level 3 decreased from 40.0% to 21.0%, a decrease of 19.0%. The percentage of students scoring at a Level 4 decreased from 15.0% to 4.0%, a decrease of 11.0%. An analysis of this three-year trend in Math English Language Learners student performance indicates that the percentage of students scoring at Level 1, Level 3 and Level 4 decreased and the percentage of students scoring at a level 2 increased, therefore indicating a negative trend . This negative trend in student achievement is being addressed by giving these students extra support with small group instruction, differentiation of instruction, targeting specific areas of need as indicated by acuity, unit tests and informal assessments. Classrooms are equipped with Promethean Boards. They are used to enhance instruction, creating flipcharts to address the different learning styles of the students. In addition to test preparation, teachers feel that increased planning time, development of their own monthly calendar, increased use of manipulatives, group work, math games, problem solving, and supplemental materials will help to increase student achievement.

We will also continue to provide support to level 3 and 4 students to maintain high achievement.

Student Progress for Mathematics indicates the following:

Student Progress for English Language Arts indicates the following:

- *Percentage of Students at Proficiency (Level 3 or 4): 63.6% of our students scored either a level 3 or 4, which is 32.3% from the lowest (46.2%) to the highest (100.0%) in relation to our Peer Horizon and 31.6% in relation to the City Horizon.*
- *Median Student Proficiency: Our school's median proficiency rating is 3.14. In comparison to our Peer Horizon, we were 34.0% where the lowest proficiency rating was 2.62 and the highest was 4.15. We placed lower by 2.3% in comparison to the City Horizon of 32.3%.*
 - *Median Growth Percentile: 59.0% of our students fell in the median growth percentile, which is 39.4% from the lowest (43.0%) to the highest (83.6%) score relative to our Peer Horizon and 32.4% in comparison to our City Horizon.*
 - *Median Growth Percentile for School's Lowest Third: 65.0% of our students fell into this section. In comparison to our Peer Horizon, 49.5% of our students scored in the median percentile with the lowest being 45.0% and the highest being 85.4% and 41.5% of our students scored in the median percentile in relation to the City Horizon.*

Unlike ELA, our school did not receive any extra credit for closing the achievement gaps within the subgroups. However, we did approach the 50% mark with our lowest Third Citywide with 43.0%.

In looking at our School Accountability Report:

- 7 out of 7 student groups met the criteria for AYP in Mathematics with 100% tested.
- As we look at our AMO for each category, we will continue to strive for meeting AYP in each of the subgroups for the upcoming school year.

Unlike E.L.A., our school did receive extra credit in 3 areas for closing the achievement gap in the various subgroups. We received 1.5 points extra credit for both English Language Learners and Special Education students. We also received 0.75 points for our Hispanic Students in the Lowest Third Citywide. This data reflects our efforts to support these subgroups in Mathematics. We will continue these efforts in the hopes of having the same success this year.

Science

Summary of Needs Assessment Findings

The analysis of the data indicates that there was a 1% increase of the percentage of students scoring at Level 1. The percentage of students scoring at a Level 2 increased from 8.0% to 11.0% an increase of 3%. The percentage of students scoring at Level 3 increased from 40.0% to 41.0% an increase of 1.0%. The percentage of students scoring at a Level 4 decreased from 51.0% to 46.0%, a decrease of 5.0%. Further, we have assessed students in grades K-5 formally and informally through teacher made tests and observations as well as chapter tests at the end of each unit. Speaking with classroom teachers and the Science Cluster teacher indicates that our students are consistently performing at grade level in K-5. The percentage of students scoring at Levels 1, 2 and 3 increased while the percentage of students scoring at level 4 increased. This negative trend in student

achievement is being addressed by small group instruction, differentiation of instruction, targeting specific areas of need as indicated by unit tests and informal assessments. Student achievement will be maintained by continuing activities and programs that strengthen the skills of students scoring on Levels 3 and 4.

Grade 4 NYS Science Assessment – All Students

GRADE 4					
ALL STUDENTS					
Year	# Tested	Level 1%	Level 2%	Level 3%	Level 4%
2010	152	3.0%	11.0%	41.0%	46.0%
2009	131	5.0%	6.0%	20.0%	69.0%
2008	106	2.0%	8.0%	40.0%	51.0%

Implications for the Instructional Program - Science

Based on our analysis of the data and all relevant findings, the following are implications for our science program:

Overall, we have an effective science program, as evidenced by the 87% of our students scored either a level 3 or 4. In particular, we have observed a slight increase in Level 1 and in Level 2 but an increase in Level 3 scores. We will continue to enrich and enhance our science program from grades K through 5, so that as many students as possible will perform at or above the State Designated Level. We continue to enhance our science program with the addition of a K-2 science cluster. Both cluster teachers are using an inquiry-based curriculum that is aligned to the New York State Science Standards and Core Curriculum. Working alongside the classroom teachers, the upper grade science cluster will assist classroom teachers in various enrichment projects based on student interest in the top 3rd, 4th and 5th grade classes.

We will continue to support our ELL and Special Education students in this content area for the upcoming year. Students will develop their skills and concepts in Science through the use of our Harcourt Science textbook series, science classroom libraries, and through inquiry-based science activities and experiments. Our upper grade cluster teacher will provide science lessons twice a week to our fourth grade students so that all units of study are covered thoroughly and effectively. Science vocabulary will be developed through word walls and flash cards. Students will participate in the annual Science fair in which they will have the opportunity to use the scientific method and create

meaningful projects based on their units of study. Our Teacher's College program in grades K and 1 and Reading Street series in grades 2-5, supports this area with the majority of the units focusing in content area reading and writing activities. All of these activities and materials will facilitate continuity to help our students to grow in this content area.

Our Special Education students will receive classroom instruction in science as well as weekly instruction by the Science Clusters dependent on grade level. These students will use hands on experimentation, observation, and videos to reinforce scientific concepts.

The inquiry-model is used in live animal investigations, such as butterflies in grades K, 2 and 4. In grade 4, the students will observe our neighborhood environment through seasonal walking trips and they will also study indoor ecosystems such as a woodland terrarium with snails, crickets and worms. Along with these terrariums, each classroom will study a guppy pond. Grade 1 and 3 will investigate the life cycle of mealworms. Grade 5 will create large-scale bubble biomes. Parent involvement will be encouraged through a variety Sunday field trips to Alley Pond Environmental Center and The Hall of Science. Future enrichment activities will include Star Lab, the portable planetarium. Promethean boards will enhance the use of computer software and Internet research and will also serve to reinforce student knowledge of scientific concepts and promote the use of technology through literacy in science.

Library and media services such as CD-rom's, videos, trade books, mobile labs and Promethean boards will continue to support students in their study of grade appropriate scientific concepts.

Professional development at local environmental centers will support teachers in the instruction of science and enrich their knowledge base of scientific concepts and skills. Professional development will also support the use of the Scientific Method in preparation of science fair projects and classroom investigations.

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
<p><input type="checkbox"/> 1. By June 2011, the amount of time in class spent doing physical activity will increase to a minimum of 100 minutes per week. Students will participate in the S’cool Moves and Minute Moves programs for 10 minutes per day. All students will receive 1 period of Physical Education and 1 period of organized recess per week.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> After the staff and SLT evaluated the needs of our students, it was determined that students need a toolbox to increase energy, redirect tension, focus, track words and to combat student obesity. Therefore, the program S'cool Moves has been adopted to address all of the above student needs. It will be extremely beneficial in meeting the IEP Goals of our Special Education students.</p>
<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 2. By <input type="checkbox"/> June 2011, we will create and implement a School-Wide Reading Initiative as measured by students reading an increased amount of a variety of literary genres.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> After reviewing and evaluating our current reading program in grades K-5, it was determined that the amount of time students spent reading a variety of literary genres independently decreased. Therefore, a school-wide reading calendar will be developed to ensure that students are exposed to a variety of genres; not just fiction work.</p>

<p><input type="checkbox"/>3. By June 2011, the Special Education student group (in Grades K and 1) will be able to identify all of the letters of the alphabet and be able to state the corresponding sounds of all consonants with 75% accuracy by using the Sound in Motion program. This will be evidenced by students' RASP scores. Students in this subgroup will also increase 3 Just Right Levels as evidenced by their running records.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>After reviewing and evaluating student data it was determined that more work needed to be done in the area of phonics and oral development. The staff and Inquiry Team determined that Sound and Motion program will support students with difficulties in audition, articulation skills and phonemic awareness.</p>
<p><input type="checkbox"/>4. By <input type="checkbox"/>June 2011, we will implement and support the Core Curriculum Grant as evidenced by participating in professional development workshops and lesson plans reflecting the new Core Curriculum National Standards.</p>	<p><input type="checkbox"/><input type="checkbox"/></p> <p><input type="checkbox"/>After reviewing and evaluating the current learning standards, it was determined by the staff and inquiry team that there was a need for more academic rigor. Therefore, we applied and received a grant to implement the new Core Curriculum National Standards. We feel that these new national standards will provide the academic rigor that we are seeking for our students.</p>
<p><input type="checkbox"/>5. By June 2011, students will increase the numbers of books read by 20% as evidenced by the number of book summaries submitted. Students will double their reading stamina as evidenced by the number of minutes they can sustain independent reading from September to June.</p> <p>Students in Kindergarten read (on average) 5 books per week. They will increase to 6 books per week (Levels A F). They will sustain independent reading for 15 minutes. Students in Grade 1 read (on average) 8 books per week. They will increase to 9 books per week (Levels D H). They will sustain independent reading for 25 minutes. Students in Grade 2 read (on average) 10 books per week. They will increase to 12 books per week (Levels F K). They will sustain independent reading for 35 minutes. Students in Grade 3 read (on average) 3 books per week. They will increase to 4 books per week (Levels L N). They will sustain independent reading for 50 minutes. Students in Grade 4 read (on average) 3 books per week. They will increase to 4 books per week (Levels O R). They will sustain independent reading for 70 minutes. Students in Grade 5 read (on average) 2 books per week. They will increase to 3 books per week (Levels S+). They will sustain independent reading for 90 minutes.</p>	<p><input type="checkbox"/><input type="checkbox"/>After reviewing the System-Wide Implications and Audits Curriculum in ELA, our staff determined that there was a need to increase reading stamina and volume of books read; in addition, to raising reading levels across all grades.</p>

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SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> 1. By June 2011, the amount of time in class spent doing physical activity will increase to a minimum of 100 minutes per week. Students will participate in the S’cool Moves and Minute Moves programs for 10 minutes per day. All students will receive 1 period of Physical Education and 1 period of organized recess per week.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><u>Professional Development:</u> In September we will have our first professional development, provided by Physical Therapists and the Health Coordinator. PD will be on an ongoing as needed basis.</p> <p><u>Target Population(s):</u> Teachers servicing SWDs and ELLs and students in SWD and ELL subgroups.</p> <p><u>Responsible Staff Members:</u> Health Coordinator, Physical Therapists and Principal</p> <p><u>Implementation Timeline:</u> September 2010 through June 2011</p> <p><input type="checkbox"/> All staff will receive professional development in June 2010 and September 2010. The professional development will be provided in house by our physical therapist and our health coordinator. This program is especially helpful for our Special Education population. Special Education students will be able to meet their goals in the areas of attention, redirecting and increasing energy, stamina, tracking and fluency and productivity. All materials will be downloaded to the Promethean Board in each classroom.</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"/> Funding Sources : As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding to support this program.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <i>Initial indicator September 2010: Teacher and Student surveys about the benefits and use of this program.</i> <i>Projected Gains</i> : 5% of our SE students will reach their IEP goals.. ----- -- <i>Semester 1 Midterm Progress Point – November 2010: Teachers will share case study student(s) and review their annual IEP's.</i> <i>Semester 2 End-term Progress Point -May 2011: Teachers will share case study student(s) and review their annual IEP's.</i> Instruments of Measure:Tracking observing and monitoring just right levels, teacher observations and teachers will share case study students in SE to see if they are mastering their IEP goals. Interval of Periodic Review:</p>

Subject Area
(where relevant) :

ELA

<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"/>2. By <input type="checkbox"/>June 2011, we will create and implement a School-Wide Reading Initiative as measured by students reading an increased amount of a variety of literary genres.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><u>Actions/Strategies/Activities:</u> A monthly calendar will be developed by each grade that covers different literary genres each month (Sept - June). Teachers will meet and plan during common preps. In addition, students will be responsible for some type of project and/or report at the end of each month reflecting the type of reading they did for that month. Students will be shown how to keep a book log and a check-off sheet.</p> <p><u>Target Population(s):</u> ELL population .</p> <p><u>Responsible Staff Members:</u> Assistant Principal and classroom teachers with ELL students. Data Specialist will track progress.</p> <p><u>Implementation Timeline:</u> September 2010 through June 2011</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"/> <input type="checkbox"/></p> <p>Funding Source:</p> <p>Staffing/Training/Schedule: Literacy Coach will provide ongoing PD and support. In addition there will be increased use of school library.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><u>Initial indicator September 2010:</u> Student work, Reading Street Assessment, ECLAS data K-2</p> <p><u>Projected Gains:</u> There will be a 3% gain on end of unit benchmark exams in Reading Street. Students will read and report back for at least 4 different literary genres</p> <p>-----</p> <p>-</p>

Subject Area
 (where relevant) :

ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> 3. By June 2011, the Special Education student group (in Grades K and 1) will be able to identify all of the letters of the alphabet and be able to state the corresponding sounds of all consonants with 75% accuracy by using the Sound in Motion program. This will be evidenced by students' RASP scores. Students in this subgroup will also increase 3 Just Right Levels as evidenced by their running records.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p>Actions/Strategies/Activities: <input type="checkbox"/> In June 2010, Special Education staff received professional development. Special and Language Teachers and Early Childhood staff were provided professional development by the Children First Network. This is a 15 week program and in October we will begin to institute this 15 week program</p> <p>AIS students in K-2 Speech and Language teachers, SE teachers and Early Childhood teachers</p> <p>September 2010 through June 2011</p> <p>.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Funding Source: Children First Staffing/Training/Schedule: Professional Development provided by CFN in June 2010.</p> </div>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p><i>Initial indicator September 2010: ECLAS data, Just Right Levels and Teacher made assessments</i> <i>Projected Gains :5% increase on ECLAS scores</i></p> <p>----- -----</p> </div>

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Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 5. By June 2011, students will increase the numbers of books read by 20% as evidenced by the number of book summaries submitted. Students will double their reading stamina as evidenced by the number of minutes they can sustain independent reading from September to June.</p> <p>Students in Kindergarten read (on average) 5 books per week. They will increase to 6 books per week (Levels A F). They will sustain independent reading for 15 minutes. Students in Grade 1 read (on average) 8 books per week. They will increase to 9 books per week (Levels D H). They will sustain independent reading for 25 minutes. Students in Grade 2 read (on average) 10 books per week. They will increase to 12 books per week (Levels F K). They will sustain independent reading for 35 minutes. Students in Grade 3 read (on average) 3 books per week. They will increase to 4 books per week (Levels L N). They will sustain independent reading for 50 minutes. Students in Grade 4 read (on average) 3 books per week. They will increase to 4 books per week (Levels O R). They will sustain independent reading for 70 minutes. Students in Grade 5 read (on average) 2 books per week. They will increase to 3 books per week (Levels S+). They will sustain independent reading for 90 minutes.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><u>Actions/Strategies/Activities:</u> At monthly grade conferences, teachers and support staff will brainstorm and generate ideas for written and oral presentations with relative topics that will be focusing on grade specific topics and real-life experiences. Students will be required to research and gather information and articulate what they have learned in a a variety of ways.</p>

	<p><u>Target Population(s)</u> : Students in grades K-5</p> <p><u>Responsible Staff Members</u> : Principal and Teachers</p> <p><u>Implementation Timeline</u> : September 2010 through June 2011</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"/> Funding Source: <i>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding</i></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <u>Initial indicator September 2010:</u></p> <p><u>Projected Gains</u> : <i>Students will go up 2 levels on their Just Right level and 10% increase in students passing the NYSESLAT</i></p> <p>-----</p> <p>-</p>

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	26	26	N/A	N/A	8			
1	43	43	N/A	N/A	6			
2	54	54	N/A	N/A	6			
3	52	52	N/A	N/A	3			
4	51	51			3	1	1	3
5	99	99			4			3
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Grades K-5 Headsprouts, Raz Kids K-3 and ELL's, Explode the code, K and 1 Open Court Basal Readers, Gr. K - 5 STARS, Gr. K-5 Treasure Chest, Gr. K -5 Wilson and Foundations, Sound and Motion Grade K and 1 , Gr. 3 Guided Reading leveled sets, Gr.2, 3, 4 and 5 Big Book by George (strategy kit), K - 5 Teacher trade books, Gr.2, 3, 4 and 5 Fresh Reads, Decodable readers with Phonics Strategies Gr. K - 3. These programs are being used in the grades that are indicated as an intervention in small groups. They are being used in extended day, push in programs and after school (when funding is available). In addition to the classroom instruction, the teachers are assessing these students and tracking their progress while looking for trends to target instructional needs. Classroom teachers are working closely together to focus on grouping their students to meet their individual needs. They have common preps several times a week to collaborate on instructional practices and grouping options to help meet their academic needs. Once a month all teachers meet in groups for 1 period (as per SBO), to analyze data and develop lessons.
Mathematics:	<input type="checkbox"/> Gr. 3and5 Skills Links (EDM), Gr. 3and4 Elements of Math,Gr. 5, Gr, math games EDM manipulatives and Think Fun games. These programs are being used in the grades that are indicated. They are being used during extended day, push in programs, and after school (when funding is available). In addition to classroom instruction the teachers are assessing these students and tracking their progress while looking for trends to target instructional needs. The classroom teachers have several common preps a week and at that time they discuss student within the grade to maintain a collaborative focus of instruction. Once a month all teachers meet in groups for 1 period (as per a SBO), to analyze data and develop lessons.
Science:	<input type="checkbox"/> N/A
Social Studies:	<input type="checkbox"/> N/A

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Our guidance counselor is seeing both mandated as well as at risk students in our school. The School Psychologist, and Social Worker counsel students who are at risk. Their goal is to improve the social, emotional and academic performance of our students. They all provides counseling services to students and their families for substance abuse, antisocial behavior (fighting), poor academic achievement, personal problems, family problems and crisis intervention. They are given the names of their students based on teacher recommendation, observations and documentation, during AIS/PPT meetings.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> This year the school psychologist is counseling 1 student who is experiencing difficulties.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> This year the school social worker is counseling 1 student who is experiencing difficulties.
At-risk Health-related Services:	<input type="checkbox"/> There are 2 children receiving services for Health-related for OT/PT.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 75

Non-LEP 0

Number of Teachers 5

Other Staff (Specify) 1

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.

New York State language arts and content area performance standards. Instruction will focus on Literacy and Math using ESL strategies. For literacy, our focus this year will be to support our ELL students' reading comprehension by developing and reinforcing their phonics and word study skills. Current research shows that a comprehensive and balanced approach to reading instruction, including systematic and explicit phonics, is the key to helping children become proficient readers. We will use **The Treasure Chest program in the lower grades and the Reading Streets program in the upper grades**. These programs are designed to develop language skills as well as reading skills. Students will be able to apply their newly acquired strategies by reading leveled books through the classroom libraries that are a part of this program. **NYSESLAT for Students** will be used to prepare the children for the NYSESLAT exam. For Math, we will use **Math In Minutes** which follows the research-based standards set by the National Council of Teachers of Mathematics (NCTM). Through this program our ELL students will strengthen their math skills using real life, motivating, hands-on activities that are connected to literature. Through the use of manipulatives, students will engage in practicing math strategies relating to number sense, money and time, measurement, geometry, patterns and graphing. Instructional materials such as notebooks, pencils and chart paper will be purchased to support these programs. Both programs will meet the needs of our students and prepare them for all formal as well as informal assessments in ELA and the content areas. The Assistant Principal/ESL coordinator will supervise the Title III after school program. She will organize the classes, order the books and supplies and facilitate all instruction.

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.

For 2010-2011 our CEP and our Language Allocation Policy identifies high quality instruction for all staff including our ESL teachers. The focus is on Balanced Literacy, Balanced Math and content areas with an emphasis on ESL methodology. Our teachers will be trained to use various strategies to meet the needs of ELL students and to better prepare them for all state wide assessments. Topics will be devoted to literacy and content area learning with a focus on ESL strategies. Our goal is to build academic language by enhancing our science and social studies curriculum.

In literacy the following workshops will be held:

- Developing comprehension skills within the balanced literacy components
- Using Shared Reading and Word Study to support the ELL students

- Use of Strategy and Guided Reading Groups to Differentiate Instruction
 - Planning for and scaffolding the TC units of study to support the ELL students in grades K - 2
 - Workshops for all third, fourth, fifth and AIS teachers using the Reading Street Program including the ESL component.
 - On going workshops for the Visual Thinking Strategies to develop language, listening, speaking, observing and writing skills for all teachers
 - Words Their Way workshops for teachers in grades two and three

Differentiation of Instruction

- workshops for all teachers
- Technology workshops that allow a child to translate all work into their home language so they do not lose the content being taught

In the content areas the following workshops will be held:

- Using the Everyday Mathematics games to reinforce math concepts
- How the morning routines develop and maintain key math skills
- Developing writing in Math for the ELL students
- Developing content area skills through technology
- Planning for and scaffolding the Everyday units of study to support the ELL students
- Social Studies workshops for grade 1 and grade 4 teachers given by Bank Street
- Science lower grade cluster program
- Grade 2 teachers will participate in a program with NYU (LEAP/ALLL)
- Reading Street PD for grade 2 teachers
- Technology = the use of the Promethean boards will help strengthen our ELL program with the use of visuals to help reinforce understanding.
- Use of data to inform instruction

These workshops will be conducted by the literacy coach, math coach, AIS staff, technology staff, ICI staff developers, data specialist, LEAP, NYU, VTS, Reading Street personnel, Promethean board staff and Bank Street

Section III. Title III Budget

School: PS 212
BEDS Code: 343000010212

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	28,000	<input type="checkbox"/> <input type="checkbox"/> 5 teachers for 40 sessions for 1.5 hours- after school ESL classes 2 supervisors for 40 sessions for 1.5 hours 1 teacher for 40 sessions for 1.5 hours for after school ESL parent class
Purchased services - High quality staff and curriculum development contracts	\$ 0	NA
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1000.00	<input type="checkbox"/> Paper, books and supplies as needed
Educational Software (Object Code 199)	\$0	NA
Travel	\$0	NA
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.

The **HLIS** form was used to identify families where a language other than English is used in the home. 82.8% of the students are Hispanic, 13.8% are Bengali, Urdu, Korean and other Asian language speakers. The African American population is 1.7% and the white population is 7.2%. The school has a large population of parents from different ethnic backgrounds who need to be kept informed about our school programs, events and our regional events.

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

Our school is located in the

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.

We plan to use funds to provide translation of items related to how parents can help their children improve the students' level of academic achievement. Additionally we will include information that will keep parents informed of school policies and activities. These steps will enable parents to understand our school and how to work with us to be part of their children's academic lives. We are fortunate that we have many staff member who are Hispanic and Asian Our staff assists with the written translations that need to go out on a weekly and monthly basis. Notifications for special curriculum related parent meetings, PTA meetings and monthly Principal newsletters are a few of the communications that need translating.

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.

Similarly, the oral interpretations are and will continue to be done by our in-house staff. We have our parent coordinator who speaks Spanish fluently and is available on a daily basis for our parents for any concern or need that they have. Our teachers, guidance counselors, secretaries, administrators, paraprofessionals and school aides assist us with oral translations daily. Staff translates at special meetings, workshops and conferences. For example, when parent meetings are held in September for decisions on parent program choice, three translations are present - Spanish, Urdu, Bengali languages as well as films in these languages. Our translators help to make our school more accessible to parents and help to make them feel more welcome. We want to make sure that all parents hear the same information and have an opportunity to voice their questions and concerns.

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>.

Our school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by the following: For written communications throughout the year we will budget money through Title I funds to have in-staff personnel translate specific letters to parents informing them of important information relating to their children's academic, social, health and safety needs. Based on the HLIS forms and the ATS student profile records we will identify the language status of each student. We will record the language on the student's emergency card so that we can provide an interpreter when we need to communicate with the parents. Daily our parent coordinator, our teachers, paraprofessionals, guidance counselors, administrators and school aides will assist us with translation services at conferences, meetings, workshops and any other school functions. For formal meetings and workshops Title I funds will be available to pay staff for per session interpretations throughout the year. At this time we employ staff that speak the same languages as our parent population.

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:	\$498,104	\$18,736	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,982		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$24,906	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$59,958	*	

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.

N/A

* 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.



I. General Expectations

P.S. 212 Q agrees to implement the following statutory requirements:

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

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and

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.

P.S. 212 Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 212 Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Use of our reading and writing workshop, all the balanced literacy components, our everyday math program, our intense intervention programs through small group instruction such as Title I, and Title III ELL programs, AIS services, and technology supported programs.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November 2010 and March 2011.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report on student programs will be sent at intervals throughout the year. There are 2 predictive assessments and 2 mid-year assessments in ELA and Math that are given to students in Grades 3-5. Parents are provided with a website for checking online and a hardcopy is available for parents who need it. The school holds a technology workshop for parents in the evening and the morning where

parents are shown how to go online for results. Results of the RASP tests for Grades K, 1 and 2 are made available at fall and spring PTA meetings. Our parent coordinator assists in explaining reports as necessary in English and Spanish.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff are generally available for consultation before class and during teacher preparation periods. Written notes request and confirm meetings.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents can observe classes during open school week in November. This is usually for a 2-hour block in the morning. Parents are requested to assist at special class activities depending on the need. Most parent volunteers work in younger grades and help at holiday sales and other school activities. The parent coordinator is the liaison for these needs.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. Parents are involved in formulating the school's parental involvement policy, primarily through the school's leadership team. The DOE send out a parent survey annually. This survey will be reviewed by the SLT team and plans to implement activities to address the areas of need. The topic of parent involvement is revisited frequently by SLT over the course of the year. Topics for parent workshops are suggested.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way. Parent representatives of students receiving Title I services are part of the school's leadership team. Through the school's CEP, they are involved in any SWP plans that are considered.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.

- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Do our homework every day and ask for help when we need to.
- Read at least 30 minutes every day outside of school time.
- Give to our parents or the adult who is responsible for our welfare all notices and information received by us from my school every day.

Set long and short term goals.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

P.S. 212's Leadership and Inquiry Teams will look at assessment scores, students and staff attendance rates, the latest PASS and Quality Reviews, and parent and staff surveys. The needs assessment for the 2010-2011 school year includes a review of the following measures and indicators:

- RASP Assessment system (Teacher's College Version of ECLAS-2)
- LAB-R/NYSESLAT
- ELA scores
- Mathematics scores
- Acuity
- Just Right Levels
- PASS Review
- Student portfolio
- Everyday Math Assessment
- Open Court Phonics
- Conference notes reading and writing workshop
- Teacher created tests
- Weekly and end of unit tests from Reading Street (2-5)

2. Schoolwide reform strategies that:

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

Please refer to the following pages for information on reform strategies, effective methods and instructional strategies, curriculum, etc.

- ELA -Needs Assessment
- Math -Needs Assessment
- Science -Needs Assessment
- Social Studies -Needs Assessment
- Aids and Barriers to Continuous Improvement - Needs Assessment
- At risk services Appendix 1
- ELL's - Appendix 2 and Needs Assessment

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.

Please refer to the following pages for information on reform strategies, effective methods and instructional strategies, curriculum, etc.

- ELA -Needs Assessment
- Math -Needs Assessment
- Science -Needs Assessment
- Social Studies -Needs Assessment
- Aids and Barriers to Continuous Improvement - Needs Assessment
- At risk services Appendix 1
- ELL's - Appendix 2 and Needs Assessment

- o Help provide an enriched and accelerated curriculum.

Please refer to the following pages for information on reform strategies, effective methods and instructional strategies, curriculum, etc.

- ELA -Needs Assessment
- Math -Needs Assessment
- Science -Needs Assessment
- Social Studies -Needs Assessment
- Aids and Barriers to Continuous Improvement - Needs Assessment

- At risk services Appendix 1
- ELL's - Appendix 2 and Needs Assessment

o Meet the educational needs of historically underserved populations.

Please refer to the following pages for information on reform strategies, effective methods and instructional strategies, curriculum, etc.

- ELA -Needs Assessment
- Math -Needs Assessment
- Science -Needs Assessment
- Social Studies -Needs Assessment
- Aids and Barriers to Continuous Improvement - Needs Assessment
- At risk services Appendix 1
- ELL's - Appendix 2 and Needs Assessment

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.

Please refer to the following pages for information on reform strategies, effective methods and instructional strategies, curriculum, etc.

- ELA -Needs Assessment
- Math -Needs Assessment
- Science -Needs Assessment

- Social Studies -Needs Assessment
- Aids and Barriers to Continuous Improvement - Needs Assessment
- At risk services Appendix 1
- ELL's - Appendix 2 and Needs Assessment

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

Please refer to the following pages for information on reform strategies, effective methods and instructional strategies, curriculum, etc.

- ELA -Needs Assessment
- Math -Needs Assessment
- Science -Needs Assessment
- Social Studies -Needs Assessment
- Aids and Barriers to Continuous Improvement - Needs Assessment
- At risk services Appendix 1
- ELL's - Appendix 2 and Needs Assessment

3. Instruction by highly qualified staff.

Only staff who are certified may apply for positions as per School Support Organization rules.

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.

The school is associated with the Teacher's College Model and is collaborating with Bank Street College.

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

P.S.212 is not a high needs school. We follow all hiring practices as per the UFT contract and School Support Organization guidelines

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

Parent attractions will feature student performances. Parents will come out to see their children perform. As feasible these will be held at night highlighting cultures and student accomplishments. This could recognize students with high attendance or high scores. Parent involvement money could pay for refreshments. Translators could be funded through the school's Language Allocation Plan.

Teachers will continue to speak at meetings in 10-11. Parents want to hear about what their children are learning. Again translators will be available through Parent Involvement and the Language Allocation Plan to explain key ideas. Particularly grade wide concerns such as articulation to intermediate schools for grade five parents would be valuable. These meetings could be held during the day or night. In terms of the Principals of Learning these meetings would provide parents with a clear understanding of what is expected from students. Samples of quality work would be displayed.

Improvement Strategies and Activities:

- Parent Involvement Committee
- Parent Teacher meetings
- Parent Coordinator
- PTA Executive Board
- Parent Teacher Association sponsored events
- Parent workshops and after-school ESL classes
- Participation in Pajama Reading Party Day, and Career Day
- Learning Leaders
- School Leadership Team professional development
- PTA Newsletter
- LEAP workshops
- Health Workshops
- Adult chorus
- Pumpkin day, Hispanic Day Parade, Science Fair, Dance Performances, SEM celebrations, holiday performance, 3rd, 4th and 5th grade music performances
- Parents are invited to all school special activities

Professional Development: During after school parent workshops Parent Teacher Conferences, and PTA meetings, parents will be given information on NYS exams, homework policies, technology and other areas of interest. Information also provided for effective parent/teacher conferences prior to report card meetings. The parent coordinator is trained by the Region to search for topics of interest for daytime meetings. A needs survey conducted by PTA, targets areas where parents request help and staff follows up.

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.

P.S. 212 holds an open house for incoming Kindergarten students every year in May. At this meeting the kindergarten teachers speak about the different areas of the curriculum that will be taught over the course of the year. We follow the Open Court phonics program, one teacher describes. Then another teacher discusses the Teachers College reading/writing program and literacy in general. A third teacher explains the Everyday Math program. A fourth teacher speaks about general rules followed in kindergarten including ways to be in touch with the teacher. Our student body is approximately 75% Hispanic, the last kindergarten teacher translates the presentation into Spanish. The teachers also provide the parents with a parent handbook.

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.

Throughout the year there are 2 predictive assessments and 2 mid-year assessments used to provide teachers with the individual needs of students in grades 3-5. In lower grades RASP is given for grades K, 1 and 2. In grades 1 and 2 this is done in the fall, winter and spring. In grade K this is done winter and spring. These required instruments give areas of strength and weaknesses. If a number of students have the same problem there are implications for re-teaching and strategy lessons.

Lastly our reorganization process for next year's students gives a snapshot of each student's strengths/weaknesses and a final independent reading level which is then the starting point for September literacy.

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.

The blueprint for SIS services calls for the identification of students performing at levels 1 and 2. The beginning of the year students who were held over or on a potential holdover list are also identified. The AIS team evaluates the needs of the child and members of the team provide remediation in Literacy or Math. Depending on needs various interventions may be used from math software programs to Foundations or Wilson. We organize a self contained class each year where there is a need. This is a small register class (16). Rather than place all efforts

only in testing grades we fund paraprofessionals in the lower grades who focus on level 1 and 2 children while providing assistance to all children in the school.

The ladder of concerns moves from AIS to the PPT when we sense that a more intense remediation is needed. This can then move to the School Based Support Team as necessary, these groups communicate.

Results of interim assessment in Literacy and Math provide the team with feedback as well as the many informal assessments given by classroom teachers. The required PIP form includes mandatory team /teacher meetings and team/parent meetings so that communication is continuous and instruction can be modified quickly.

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. The coordination and integration of Federal, State and Local services programs are provided at the School Support Organizational level. At the school level the types of programs noted here are made available to parent through our parent coordinator.

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 (Basic)	Federal	Yes			408,258	True	Annual Goal #3
Title I, Part A	Federal	Yes			18,736	True	Annual Goal #3

(ARRA)							
Title II	Federal	Yes			217,808	True	Annual Goal # 2, 3
Title III	Federal	Yes			Pending	True	Appendix 2, Annual Goal # 2
IDEA	Federal	Yes			308,371	True	Annual Goal # 1
Tax Levy	Local	Yes			3,522,461	True	Annual Goal # 1, 3

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.

NA

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

NA

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;

NA

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

NA

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

NA

4. Coordinate with and support the regular educational program;

NA

5. Provide instruction by highly qualified teachers;

NA

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

NA

7. Provide strategies to increase parental involvement; and
NA

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

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. n/a

Part B:

Part B - For Non-Title I Schools

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

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

CEP RELATED ATTACHMENTS

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

File Name - 28_30Q212_110110-110139.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 410	District 30	School Number 212	School Name CyberScience and Lit
Principal Carin Ellis	Assistant Principal C.Miller, M.Haidary		
Coach D. Mahoney	Coach D.Levy		
Teacher/Subject Area Irene Zajac/Second Grade ESL	Guidance Counselor M. Recalde		
Teacher/Subject Area Christina Figueroa AIS	Parent Frecia Taboada		
Teacher/Subject Area Angela Pollina	Parent Coordinator O.Flores		
Related Service Provider Katherine Rhatigan	Other Angela Pollina		
Network Leader Altagracia Santana	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	10	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	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	792	Total Number of ELLs	187	ELLs as Share of Total Student Population (%)	23.61%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here Question 1: When students arrive at the school to be registered there are several important steps taken to insure proper class and program placement.

When students arrive at our school to be registered, we have a licensed pedagogue (usually one of the Assistant Principals, Mrs. Caryn Miller or Dr. Melissa Haidary) give the Home Language Survey questionnaire (HLIS) to the parent. The HLIS form (in the native language of the parent or with the assistance of a translator from the school or the Translation/Interpretation Unit of the DOE) is completed by the parent. Then, the pedagogue goes over the form and completes a brief oral interview with both the parent and the student. Once the dominant language of the student is determined, the decision as to whether or not to administer the LAB-R is made by the pedagogue conducting the interview.

- If the student's dominant language is English, the child is placed in a monolingual, non-ESL class.
- If the determination is that the student's dominant language is something other than English, the child is give the LAB-R. If the HLIS form indicates that the child's dominant language is English, but the results of the interview indicate that it is not, the interviewer notes the discrepancy on the HLIS form and the LAB-R is given.
- Once the LAB-R is given, the licensed pedagogue hand scores the document. If the child passes the LAB-R, he/she is placed in a monolingual, non-ESL class. If the child does not pass the LAB-R, the parent is informed that the child is entitled to placement in an ESL program. Additionally, if the child is of Hispanic descent, he/she must also take the Spanish LAB-R.
- In order to determine the type of ESL placement of a student, parents are invited to an orientation during which they are informed of the choices that they have regarding ESL programs. The information about these programs is given orally as well as in writing. Pamphlets are given and videos are shown in multiple languages to parents so that they can make an informed decision about their child's ESL program. After the orientation meeting, parents complete the Parent Program Selection form and return it to the pedagogue conducting the Orientation meeting. At this point, placement is made within the school. If parents choose a program not offered at the school, the Parent Coordinator supplies them with information about where the program that they choose if located.
- The grids of all students who have taken the LAB-R and/or Spanish LAB-R are returned to the Assessment Department as per the schedule provided.

Question 2: What structures are in place at your school to ensure that parents understand all three program choices?

In addition to the procedures stated above that we adhere to whenever a new student is admitted to our school, early in the Fall of each year, once we have the results of the NYSESLAT, we report them to the parents and inform them of the program choices that are available to their children. Parents are first informed of their children's test results through written correspondence. Then, they are sent an invitation to a Parent Orientation meeting. At this time, parents are told about the different programs available. Pamphlets are given and a video is shown in several languages. Both the pamphlets and the video contain detailed information on all programs available to their children. Teachers and other personnel who speak many of the parents' native languages are there to provide explanations to the parents. Parents are then given a Parent Program Selection form, which they fill out and designate the program they prefer for their child. The organization of this meeting, the filling out of the forms and the placement of students is conducted by a licensed pedagogue in collaboration with the principal, the assistant principals, and the Parent Coordinator. At the end of the meeting, the Parent Program Selection forms are collected and appropriate placement decisions are made.

Question 3: Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection Forms are returned?

Early in the Fall of each year, once we have the results of the NYSESLAT and LAB-R assessments, several letters go out to parents of students that have taken the NYSESLAT or LAB-R. Based on the students' results, they receive one of the following entitlement letters:

- Passed NYSESLAT, no longer require ESL services
- Failed NYSESLAT, still require ESL services
- Passed LAB-R, do not require ESL services
- Failed LAB-R, require ESL services

Along with the letters, an invitation to a Parent Orientation meeting is sent. As stated in Question #2, the Parent Program Selection forms are collected at the end of the meeting. For parents who are unable to attend the scheduled Orientation meeting, alternate dates/times are provided, including morning meetings, afternoon meetings, evening meetings, and even 1:1 meetings. If all attempts fail, telephone contact is made and documented. If parents still do not respond and forms are not returned, the default program for these students will be "bilingual." Since PS 212Q does not offer a bilingual program at this time, the students are placed on a waiting list with any other student whose parent has indicated that bilingual instruction is the preferred program. Until such time as the requests warrant a bilingual program, all of the students on the waiting list are placed in a monolingual, ESL program.

Question 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 with parents in their native language.

As previously stated, all students whose home language is something other than English and who a licensed pedagogue, trained in the ELL intake procedure, believes may not be dominant in English are given the LAB-R. Once the LAB-R results indicate that these students are eligible to be placed in an ESL program, parents are informed in English as well as in their native languages (through a translator at the school or the Translation/Interpretation Unit of the DOE) about their choices of ESL program. The research about free-standing ESL, Dual Language, and Transitional Bilingual programs as well as differences among these programs are explained to the parents through pamphlets and videos (in their native language as well as in English) as well as at parent meetings conducted by licensed pedagogues, administrators, and the Parent Coordinator. Moreover, parents are told that if they choose the Transition Bilingual Program and the school does not offer it (as is the case this year), they can opt to place their children in an ESL instructional program while remaining on a waiting list for a bilingual program. If the number of parents requesting this type of program for their children reaches 15 (in two contiguous grades), their children can, at that time, be placed in a Bilingual class.

Question 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?

For the past three years, parents have overwhelmingly preferred that their children be placed in a monolingual ESL class. There have only been a few instances in which parents have questioned whether or not the school has a Bilingual program. After being told by the pedagogue conducting the Orientation that although we do not yet have the numbers to warrant such a program, we could tell them what other neighborhood school does offer it. We, also, let the parent know that the child can be put in an ESL class and remain on a waiting list until the bilingual program is offered. To date, no parent has opted to move out of the school nor have any parents requesting information about a bilingual program chosen to be put on a waiting list in the hopes of having a bilingual class begun.

Furthermore, after speaking with parents year after year, it seems that parents are more likely to opt to place their children in an ESL program rather than a bilingual program because they feel that their children are best served in their home school with their neighborhood peers. In addition, most parents believe that ESL classes give their children the opportunity to speak with native speakers in a way that a bilingual class would not.

Question 6: Are the program models offered at your school aligned with parent requests?

The parent body of PS 212 has consistently elected for the students to be in a self contained ESL class. Although at the yearly meeting the option of Transitional Bilingual Education as well as Dual Language programs are offered, our parents prefer the Free Standing ESL model. For the past three years, most of our parents for the past three years have opted for English as a Second Language program for their children. This has been evident in their choices on the parent survey selection forms. About 98% of the parents choose English as a Second Language Program as their number one choice. This is especially evident with our Kindergarten parents. Most of our Kindergarten students attend Pre-K programs in which the language of instruction is English. As a result, parents of incoming Kindergarten students prefer that their children continue in ESL classes in which English is used as the language of instruction. For this reason, we only have a Free Standing English as a Second Language Program in our school. Our goal is to align our programs with the requests of the parents and to best meet the needs of their children.

As students continually register in our school throughout the school year, a licensed pedagogue or Assistant Principal meets with the parents and goes through the process described above explaining the program choices to them. Our parents are given a clear understanding of each program type and how it can meet the needs of their children. We also let parents know that if they choose a program that we do not offer, they have the option of taking their child to another school that has the program of their choice. In such cases, parents, more often than not, choose to keep their children in our school because they like the programs we offer.

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	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	2	2	1	2	0	0	0							7
Push-In														0
Total	2	2	1	2	0	0	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	181	Newcomers (ELLs receiving service 0-3 years)	121	Special Education	20
SIFE	2	ELLs receiving service 4-6 years	57	Long-Term (completed 6 years)	4

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	121	2	6	57	0	13	3	0	1	181
Total	121	2	6	57	0	13	3	0	1	181

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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																			

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

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
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	36	21	25	24	22	22								150
Chinese	3	0	0	0	0	1								4
Russian	0	0	0	0	0	0								0
Bengali	8	1	4	0	1	2								16
Urdu	1	0	0	0	0	0								1
Arabic	2	0	0	0	0	0								2
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	2	1	0	0	0	0								3
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	2	0								2
Other	1	0	0	1	0	1								3
TOTAL	53	23	29	25	25	26	0	181						

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.

Paste response to questions 1-4 hereA: Question 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])?

A: In our school, English Language Learners in K-3 are placed in free standing ESL classes. These classes are taught by general education teachers who are dually certified in Common Branch and ESL. Students who need ESL services, whether they are Beginner, Intermediate, or Advanced are all placed in the same type of class. This allows students to be taught English using ESL methodologies as well as allowing students to work with peers of varying English proficiency. Since the classroom teachers are dually licensed, they use ESL methodologies, scaffolding, etc. throughout the day. Thus, this ensures that all ELLs meet the designated number of minutes of ESL instruction per week.

For students in grades 4-5, there are no self-contained ESL classes; however, there is one class per grade that is taught by a dually licensed Common Branch/ESL teacher. This class houses the majority of students needing ESL services in each grade. In order to make certain that the upper grade students who do not have a dually licensed classroom teacher receive all of the mandated minutes of ESL services, these students are seen one period per day by a licensed ESL teacher during their Literacy period. Using this type of approach allows our upper grade English Language Learners to be immersed in English. It allows them the opportunity to interact with Native speakers of English throughout the day. It also lets them get the instruction that they need from a licensed ESL teacher in a very structured, ritualized manner.

We believe that this model (for our older students) allows them to have the best of both worlds (immersion + ESL methodologies). Additionally, all students (1-5 and K beginning in November) in need of ESL services are seen (in a pull-out model) by a licensed ESL teacher during the Extended Day period (37.5 minutes three days per week). By having this extra time built into their schedule, we believe that students get the chance to practice that which they learn throughout the day in a safe environment with the assistance of knowledgeable, experienced personnel.

B: As stated above, we have a variety of models. In the lower grades, we have free standing ESL classes made up of all proficiency levels (Beginner, Intermediate, and Advanced). Moreover, in many of these classes, we also have students who recently reached Proficient on the NYSESLAT. We include them in the free standing ESL class as a means to support their language acquisition. Although they have technically passed the assessment, we understand, as educators, that many of our students passed by 1 or 2 points and are still in need of scaffolds and specialized teaching. For this reason, we include them in our self-contained classes in the hopes that they will continue to progress and, consequently, be able to improve in all content area subjects.

Furthermore, once students reach the 3rd grade, we feel that they should be immersed in the English language and have the opportunity to mingle with students who speak English more proficiently. We recognize the need for colloquial speech as well as more formal speech and writing. For this reason, we encourage our ELLs to be a part of a mainstream class, participate in all extracurricular activities in an English-laden environment while also supplying them with opportunities to be instructed in small groups by a licensed ESL teacher.

Lastly, we feel that combining free standing ESL classes with specific periods dedicated to a pull out program maximizes what our students are able to accomplish both in upper and lower grades.

Question 2: How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in

each program model?

Our school offers a freestanding ESL model. We currently have self-contained classes in grades K-3. Those classes have programmed specific ESL and ELA instruction time into their week. ELA instruction is 50 minutes per day for all levels (total 250 minutes per week) and ESL instruction is 75 minutes per day for the Beginning and Intermediate students and 45 minutes per day for Advanced levels. In grades 3-5 and self-contained special education classes, we have a pull-out model. ESL teachers pull specific English Language Learners out of the classroom during Literacy (250 minutes per week) as well as during the Extended Day period (112 minutes per week).

Question 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.

In the free standing ESL model of instruction, the instructional approaches that we use to teach the content areas to our ELL students are effective and are researched-based. Research shows that language learning and literacy learning are interrelated. They are both developmental, cognitive processes that promote the acquisition of the four skills: listening, speaking, reading and writing. Before planning the learning experiences for ELL's, our teachers also use formal and informal assessments to learn their level of English language proficiency and their current levels of knowledge and skills in literacy and the content areas. The use of whole group and small group direct teaching is pervasive in all our ELL programs and it is scaffolded by the following practices during content area instruction:

- Activating students' prior knowledge on a given topic.
- Explicit modeling of a strategy through mini lessons using well illustrated texts.
- Introduction of new vocabulary through actions, gestures, pantomime and pictures. (Total Physical Response)
- Using prefixes, suffixes, and root words to figure out meaning of new vocabulary words.
- Interactive word wall with pictures, definitions and examples for each word.
- Use of graphic organizers, charts and rubrics to aid comprehension.
- Use of repetition, restatements, periodic summaries and paraphrasing to clarify the learning experience.
- Speaking in relatively short sentences and using key words in giving directions.
- Creating task flow charts with illustrations to help monitor learning.
- Allowing students to try out a modeled strategy through turn and talk sessions or think-pair share sessions.
- Re-teaching and reinforcing strategies through strategy groups.
- Sharing of student use of strategies through mid-workshop interruptions and share sessions.

Question 4: How do you differentiate instruction for ELL subgroups?

a. Our Plan for SIFE Students

We have 2 SIFE students at the present time

- Our strong, researched-based Open Court Phonics program is very successful in teaching students the phonemic principles of the English language through themes, big books, large picture letter cards, games, songs and nursery rhymes using a multi-sensory approach.
- Individual and small group instruction through our AIS staff provide the students with the additional support to fill in the gaps in their education using such supplementary programs as the Wilson Method, Foundations, Headsprouts and rich just-right leveled multi-cultural classroom libraries.
- Our Reading Street program has an ELL component that supports the learning the style of our SIFE students.

b. Our plan for ELL's who have been in our school less than three years. (newcomers)

The steps described below have been put into place in order to help our newcomers acclimate to this country and begin learning English.

- These students will receive the mandated number of minutes of ESL services based on their language proficiency levels.
- Phonics and word study will be emphasized through read alouds, using big books with rhyming words, patterns, etc..
- Differentiated instruction, through small group strategy groups and guided reading groups, will focus on reading and writing skills.
- Computer software programs and internet subscriptions will be used to incorporate reading strategies and decoding to help students become more proficient readers as well as develop their language skills. (e.g. Reader Rabbit, Arthur, Headsprout, RAZ-Kids, etc.)
- These students will participate in our after school Title III program and our Extended Day programs during which times they will get additional support in reading, writing and math.

c. Our plan for ELL's who have been in the country for 4-6 years

In addition to making sure that all ELLs get the required number of minutes per week of ESL services, for the ELLs who have been in the country for 4-6 years we have also made certain to place them in reading groups that afford them the opportunity to be instructed by a licensed ESL teacher so that they can better acquire the English language. Unlike their heterogeneous ESL classes, their reading groups are comprised of a small number of students who are at the same proficiency level. This time is spent working on the Reading Streets program, which has an ELL component built into it. Also, students who have been here 4-6 years have the opportunity to get peer tutoring from a student who has passed ESL or a native speaker of English. Finally, these students are invited to attend a summer school program specifically

geared towards the ELL population.

d. Our plan for ELL's who have been in the country for more than 6 years

One of our main concerns regarding the students who fit into this category is the reason that they have not tested out of ESL after so many years of instruction. Currently, 4 students are long term ELLs. Of these students, 1 is also students with disabilities. We are presently in the process of looking at these students' most recent evaluations in order to determine whether the real issue is that of language or whether their disabilities are impeding them from passing the NYSESLAT. Once we are able to make a determination, we will be able to alter instruction so that the children can, hopefully, progress. Plans for students who do not have any known disabilities and who have not passed the NYSESLAT despite years on consistent instruction include:

- lesson planning that takes into account the children's learning styles
- inclusion in a self-contained ESL class (currently this type of class is only available for students in grades K-3)
- having students evaluated to see if they have disabilities of which we are not currently aware
- possible inclusion in a bilingual program

e. Our plan for ELL's identified as having special needs.

The Special Education component of our school consists of three self-contained classrooms which have a combined total of 12 students who receive ESL services and an additional 8 students who are exempt from services but who are required to take the NYSESLAT. We also have a Kindergarten ICT class that has 6 special needs ELL students, a 1st grade ICT class that has 1 special needs ELLs, a Fourth grade ICT class that has 5 special needs ELLs and a Fifth grade ICT class that has 4 special needs ELL students. Our plan for these students includes the following:

- Students will receive 4-8 periods per week of ESL by a licensed ESL teacher a week.
- We mainstream them as much as possible in the different subject areas. Our first grade and fifth grade special needs students are pulled out and mainstreamed with other General Education students for at least one period each day.
- Differentiated instruction is incorporated in all subject areas based on their levels and needs.
- Use of computer technology to help these students learn through multi-sensory activities.
- Use of the Open Court Phonics, Wilson, Reading Street and Treasure Chest program. The Wilson method helps children to develop their decoding skills and language development.
- Participation in the after school Title III ESL program provides additional support for them in reading and math.
- Students will also receive small group instruction and AIS intervention services.

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.



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here Resources and Support for our intervention programs (offered in English only)

- Push-in or pull-out reading and ELL teacher small group support for ELL students for reading, writing, math, science and social studies
- After school ESL program for grades 1-5 using Treasure Chest ELL program
- Leveled classroom libraries (fiction and non-fiction), Author Studies and Trade Books
- Guided Reading materials
- Open Court Phonics Program, the Wilson Method, Explode the Code, Foundations, Primary Phonics, and websites such as: Starfall.com, Headsprout.com and RazKids.com
- Books on tape, Values Curriculum (supports social development) created and developed by a group of our teachers and our

literacy coach.

- Everyday Mathematics as our main program and The Math in Minutes program is used for our small AIS groups.
- Social Studies texts such as Making a Difference, Communities Around the World, Explore New York along with non-fiction leveled classroom libraries by Rosen and National Geographic.
- Classroom computers, mobile laptops, software, internet access, Promethean Boards and digital media
- ESL materials to support language development are the American Start with English, Amazing English and Oxford English Children's Dictionaries series

Question 6: Describe your plan for continuing transitional support for ELL's reaching proficiency on the NYSESLAT

For these students we provide intense AIS academic intervention services in reading and math through individual and small group instruction for the following year and for each year after that, as it is necessary based on formal and informal assessments. We also have these students participate in our after school Title I program as long as it's needed to help strengthen their skills and strategies. Moreover, many of the students who have passed the NYSESLAT are placed in a free standing ESL class with a dually licensed teacher in order to assist them with the transition and aid them with making further progress in English. Moreover, we have many teachers in the building who hold Bilingual extension licenses. We regularly call upon these teachers to assist us with communicating with our students and helping them grasp the meaning of words and concepts. Not only do we use teachers to help students make the connection between their native language and English, we also use the paraprofessionals in the building and "buddy" students to assist with native language support. Throughout the school, dictionaries and word to word glossaries are made available to students. And every ELL (including those who have reached proficiency within the past two years) are given ELL testing accommodations.

Question 7: What new programs or improvements will be considered for the upcoming school year?

Since we believe that so many of our primary grade students have successfully passed the NYSESLAT due to being instructed in self-contained ESL classrooms with dually licensed teachers, we intend to continue using that model. Furthermore, we are considering expanding this model to include the upper grades of our school in the hopes that having a full time ESL teacher as the primary classroom teacher will aid our students' progress.

Question 8: What programs/services for ELLs will be discontinued and why?

At this time, all of our programs will continue.

Question 9: How are ELL's afforded equal access to all school programs? Describe after school and supplemental services offered to ELL's in your building.

All after school programs are offered to all students in the school (General Education students, ELLs, and Special Education students). Our school offers the following after school programs: chess club for grades 3-5, tennis club grades 2-5, instrumental music club grade 2 and chorus club grades 3-5 and ESL classes grades 1-5, Cookshop grades 3-5, Queens Theater in the Park grades 3-5 and test preparation grades 3-5.

Question 10: What instructional materials, including technology, are used to support ELLs?

In order to assist our ELLs in their acquisition of English, we use a plethora of different materials including, but not limited to:

- Learning centers such as literacy centers in reading and writing and a listening center with books on tape are available.
- Picture dictionaries, thesauruses, and magazines are available.
- Manipulatives and other auditory and kinesthetic materials are used for literacy and content area instruction.
- Charts are displayed that show what makes a good reader and writer.
- Computers are used to develop their reading/writing skills through rotated use.
- Big books, mentor texts that are well illustrated, and have repeated words and predictable language patterns are used for reading and teaching the necessary strategies and skills to our ELL students.
- Interactive activities, such as games, stories, vocabulary, phonemic awareness, comprehension skills and content area activities
- The Promethean Board
- The Treasure Chest ELL program
- Leveled classroom libraries (fiction and non-fiction), Author Studies and Trade Books
- Guided Reading materials
- Open Court Phonics Program, the Wilson Method, Explode the Code, Foundations, Primary Phonics, and websites such as: Starfall.com, Headsprout.com and RazKids.com
- Books on tape, Values Curriculum (supports social development) created and developed by a group of our teachers and our literacy coach.
- Everyday Mathematics as our main program and The Math in Minutes program is used for our small AIS groups.
- Social Studies texts such as Making a Difference, Communities Around the World, Explore New York along with non-fiction leveled classroom libraries by Rosen and National Geographic.

- Classroom computers, mobile laptops, software, internet access, Promethean Boards and digital media
- ESL materials to support language development are the American Start with English, Amazing English and Oxford English Children's Dictionaries series

Question 11. How is native language support delivered in each program model?

Currently we only offer a monolingual (English) self-contained program model and a pull-out/push-in program model. In order for students to succeed in the acquisition of any language, we must ensure that there is transference of skills from their native language to English. Prior to beginning any new unit of study, our ESL teachers build background knowledge. With this knowledge we are able to scaffold learning and introduce then to hands-on real life experiences. One example of using native language skills is since the majority of our students are of Hispanic background, we are able to use their native language as a tool for instruction. Academically we show them the similarities of words in Spanish and English. Cognates are words that have similar pronunciations and spellings in both languages, and frequently have the same meaning (i.e. musica/music, ciencia/science, papel/paper). We take neighborhood walks and talk about the ethnic culture that surrounds us. In addition, there is a Language Transfer section included every week in the Treasure Chest reading program to help teachers become more aware of how to include native language skills into their teaching.

Question 12: Do required services support, and resources correspond to ELL's ages and grade levels? YES

Question 13: Include a description of activities in your school to assist newly enrolled students before the beginning of the school year.

We currently do not offer any activities before the beginning of the school year, but if any new ELL students are enrolled, we have a beginners ELL group. This group meets two-three times a week. Some of the activities include, a walk through the building (to identify and locate nurse's office, cafeteria, auditorium, gymnasium, main office, etc.), a walk through the community (to identify community buildings such as fire house, library, food stores, etc.). The students also practice conversational techniques through a variety of mock scenarios.

Question 14: What language electives are offered to ELLs?

As an elementary school, we do not offer any language electives.

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: PS 212Q does not have Dual Language Program at this time.

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.

Paste response to questions 1-3 here: ELL teachers will meet with General Education teachers during grade meetings to plan units of study in reading and math but ELL teachers will differentiate instruction to meet the needs of their students.

ELL teachers will be trained in using math manipulatives and games by our math coach to make math instruction more interesting and enjoyable for their students.

VTS will train all teachers.

LeAp -A hands-on, arts-based approach utilizes visual arts, music, dance, and theater, to improve students' test scores across the board.

40 one-hour, in-classroom training sessions using hands-on and arts-based active instructional methodologies to teach your current curriculum. LeAp teaching artists will plan with teachers from each school at the NYU sessions described below. The teaching artist will devise lesson plans using LeAp strategies, but the content will be derived from the teachers' individual curriculum needs. During LeAp classes, participating teachers will assist their LeAp teaching artists to create a collaborative environment.

K-2 teachers are trained to use the arts and hands-on strategies to teach literacy, e.g. creating clay letters to promote alphabet letter recognition and phonemic awareness; singing to improve decoding skills; miming to build vocabulary; illustrating silly sentences to

reinforce sight words, etc.

3-5 teachers are to use arts and hands-on strategies to teach literacy, e.g. playing the hot seat game to build problem solving skills; singing to improve decoding skills and concepts of English grammar; miming to build vocabulary; dancing to explain and reinforce correct sentence structure, etc.

The CookShop nutrition education program is one of the Food Bank's initiatives to address food poverty in our city. Using a 20-week classroom based, teacher-led curriculum, CookShop Classroom teaches students the value of health, nutrition, cooking and eating fruits, vegetables, and whole grains while bringing urban children closer to the realities of our food production system.

CFN 410 will provide professional development for all teachers in ELL.

Publishers of Treasure Chest will provide ESL PD.

Promethean will conduct technology training so that teachers can incorporate more computer instruction into all curriculum areas.

Some areas that we will be focusing through our workshops/activities during the school year will be:

Reading Street Program

Treasure Chest

Bank Street

Use of Promethean Boards for lessons and assessing student knowledge

Assessing Student's Work

Goal Setting for staff and students

How shared reading, interactive writing, read aloud with accountable talk, phonics and word study can support literacy and the content areas

How to modify and differentiate instruction within the balanced literacy components so as to better meet the needs of our at risk students, our ELL students and our Special Education students

Grade planning of units of study in literacy and the content areas

How to analyze the results of formal and informal assessments to drive instruction

How to incorporate more effective small group instruction using strategy groups and guided reading/writing groups

The components of the Everyday Mathematics program with an emphasis on the morning routines, games, manipulatives, problem solving steps and special emphasis on developing writing in Math using math journals.

Sharing of effective ESL strategies among ESL teachers and monolingual teachers in literacy and the content areas

How to use technology to support literacy and content area instruction

Effective classroom management strategies that will support the balanced literacy components

Question 2. What support do you provide staff to assist ELL's as they transition from elementary school to middle school?

Inter-departmentalized reading and ESL instruction

Technological skills that offer to translate work into home language

Grade level support (Higher Order Thinking Skills)

Curriculum taught is on grade level in all subject areas but delivery and instruction is differentiated

Independent research projects are assigned to students

Juicy sentences are explicitly taught to increase vocabulary

Participation in the Common Core Curriculum Alignment Pilot

Question 3: Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses.

Through the above listed professional development activities our entire staff will have participated in at least 7.5 hours of ELL professional development. New this year, we have begun to have "lunch and learns" to all staff from various members of our teaching community. Topics include but are not limited to:

Technology – Promethean Boards, websites such as Scholastic.com, Brainpopesl.com

Math Games

ELL Strategies for content areas from Christian Celic author of book English Language Learners Day by Day, K-6

Since the majority of our student population is ESL, the professional development activities include ESL teaching strategies for all curriculum areas.

E. Parental Involvement

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

Paste response to questions 1-4 here Question 1: Describe the parent involvement in your school, including parents of ELLs.

PS 212 has a Parent Teacher Association (PTA) that is interested in addressing all the needs of our parent community. All parents are automatic members and are encouraged to partake in all fundraising efforts, workshops, learning opportunities and school activities such as Heritage Night, Pajama Day, Pumpkin Day, etc. The Parent Coordinator, Counselors and Administration work together in determining the needs of children and parents including those of ELLs. Our school community provides the following workshops:

- Art Workshop for parents and children before each holiday
- Meet the Teacher Night
- Curriculum Night
- Science Night
- Testing Night

In addition, our Parent Coordinator assists parents with HLIS forms during registration. She works closely with the APs during Orientation ESL Meetings, helping parents fill out the Parent Survey and Program Selection Form. She schedules meetings with ELL parents to show the Orientation Video for Parents of Newly Enrolled English Language Learners. We are also part of the ARIS Parent grant which allows us to have additional training for parents on how to use ARIS as well as additional computers explicitly for parent use.

All workshops, brochures, pamphlets, videos, forms and documentation are available in English/Spanish. Other languages are made available upon request.

Question 2: Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school offers adult ESL classes, two days a week taught by our own teacher. In addition, an outside agency, Office of Adult Education, with Larry and Starr, also provide adult ESL classes here at PS 212. This is a wonderful program that not only involves our P.S. 212Q parents but people who live in our Jackson Heights Community.

In addition to the partnerships listed below, weekly Parent Involvement Art, Health, Education Workshops are held weekly in English/Spanish.

- NYC Department of Health – Healthy Homes and Lead Poisoning
- NY FDNY – CPR
- Smile Mobile Dentists
- Somos-Padres Parent Outreach
- St. Mary's Clothes Collection
- The NYC Immigration Coalition
- Time Warner Cable – Cybersafety
- Urban Park Rangers
- Fidelis care
- Food Bank of NYC – Cookshop for Adults
- Healthfirst
- Ident-a-Kid
- Jackson Heights Beautification Group
- Metlife
- Neighborhood Health Providers
- New York Hospital of Queens
- Alley Pond Environmental Center
- American Cancer Society
- American Diabetes Association
- American Heart Association
- City Harvest – Book Collection, Food Collection
- Dr. Krieger, IES Medical
- Dr. Sabogal, NYHQ
- Dt. Tardeo, Privilege Care
- Dr. Tsourounkis, Queens Chiropractic

Question 3: How do you evaluate the needs of parents?

Our school community interacts a lot with parents and knows of prevalent issues throughout the school. In response, we often base the need for certain workshops on the issues that our students/parents are confronting. During workshops there is always a question and answer session to assess if any further action is required. In addition, we conduct parent surveys throughout the year, in conjunction with the DOE Parent Survey in the Spring.

Question 4: How do your parental involvement activities address the needs of the parents?

Many parents express a variety of concerns when they meet with any of the members of our school community. During meetings we discuss them and make every effort to address as many of those issues as possible. They may have a need for information on a process such as middle school articulation, ESL, Adult Education, Mental Health Services, tutoring for their child, Enrichment Programs, etc. We often provide referrals or support the parents' needs.

The Parent Coordinator gears all activities for maximum for parent involvement. She addresses all issues from health, academics, testing, food stamps, free health care, tutors, childcare, Special Education, ARIS, ACUITY, ACCESS NY, Learning Disorders, free glasses, uniforms, warm clothes, nutrition, after school programs etc. Ultimately, she tries to furnish the parents with knowledge necessary to navigate their way through a problem or crisis regardless of the language they speak at home.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	17	1	8	7	2	5								40
Intermediate(I)	11	6	13	10	11	6								57
Advanced (A)	26	10	9	11	11	17								84
Total	54	17	30	28	24	28	0	0	0	0	0	0	0	181

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	3	2	0	4							
	I		2	4	3	0	3							
	A		3	12	1	11	18							
	P		36	16	18	29	4							
READING/ WRITING	B		2	6	3	1	5							
	I		7	9	9	11	6							
	A		8	6	11	12	12							
	P		25	14	0	15	5							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	10	6	1	3	20
5	7	12	1	0	20

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	10	2	0	0	12

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2		11		4		1		18
5	7		11		4		0		22
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									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				

New York State Regents Exam

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

Native Language Tests

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

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

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

this information to help us set benchmarks for these students to meet. These benchmarks may not be “on grade level” but are adjusted to meet the needs of the students that are just acquiring the English language. We assess the students’ reading levels three times a year (Fall, Winter and Spring). We have created after-school programs and small group instruction during the A.I.S. morning to assist these students acquiring the English language. These groups are based on their reading levels and are adjusted accordingly. Additional assessment tools that we use include the LAB-R and Spanish LAB-R. Generally, based on the results from these assessments, new students who do not pass the LAB-R and are eligible to take the Spanish LAB-R do not pass either. ELLs who take the NYSESLAT, by and large, perform better on the listening and speaking section of the assessment. Our students are lacking basic skills both in English and in Spanish. In order to help combat this problem, for our Hispanic students (over 70% of our student population), we include a lot of assistance for students in their Native Language (Spanish). We have a significant number of teachers with their bilingual extension licenses. For teachers who do not speak another language, “buddy” teachers and “buddy” students are utilized to aid our ELLs in language acquisition. We also utilize glossaries and word to word dictionaries in classes to help students learn in content area subjects.

Aside from instruction our students during the regular school day and extended day, we are working with parents, offering ESL classes and workshops so that they can better assist their own children with schoolwork, acclimating to their new country, and learning English.

Question 2: What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

After looking at the patterns across proficiency levels and grades, we have determined that, overall, we have fewer beginners (school-wide) than any other proficiency level, regardless of grade. Also, scores of 1st grade students seem to be highest, suggesting that if we do not “catch” our students between Kindergarten and 1st grade, they have increasing difficulty passing the NYSESLAT and no longer need intensive ESL services. It is also apparent from the data that our students score considerably better on the Listening/ Speaking portion of the test as compared to the Reading/Writing section. This tells us that our instruction in the reading and writing of English needs to be more rigorous. To that end, we have adopted a new reading program that has an ESL connection to it, and we are working on Curriculum Mapping using the new Common Core Standards so that our plans include ELLs and promote rigor.

Lastly, it appears that students placed in ICT and/or self-contained Special Education programs do not, generally, pass out of ESL. For this reason, we are investigating whether their difficulties lie with language acquisition or are a function of their specific disabilities. If our assertion (that their inability to pass out of ESL services) is validated, we will alter instruction and focus more on strategies that will compensate for the trouble that they are experiencing with language, in general.

Question 3: How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

Analysis of ELL student achievement of the 2010 NYSESLAT shows that overall our students are progressing in an upward fashion. Our percentage of students achieving Proficient increased from 36% to 47% in one year. Also, we see a decrease in the number of students on the B, I, and A levels.

Our K-1 students showed a considerable increase in their performance on the 2010 NYSESLAT in all areas tested. The most significant being the Listening/Speaking (L/S) portion of the test. Students increased by 36% to the Proficient level and a decrease in all the other levels for L/S. On the Reading/Writing (R/W) portion of the test, our students’ performance remained about the same. This data is significant as it points to the fact that our students need more explicit instruction in Reading and Writing in order to continue to increase proficiency.

Our 2-4 students showed an increase in their performance on the 2010 NYSESLAT results. Both R/W and L/S portions of the test show an increase on the Proficient Level. On the R/W portion of the test, there was a 7% increase in the Proficient level. On the L/S portion of the test, there was an increase in the Proficient level of 45%. Our Beginning and Intermediate groups decreased by a total of 27%.

Our grade 5 students showed steady progress on the L/S portion of the NYSESLAT. They have increased 27% in the Proficient level and decreased 28% in the Beginning and Intermediate levels combined. Unfortunately, although there has been some improvement, they have not shown the same type of gains on the R/W portion of the assessment. On the R/W portion of the test, there was a 3% decrease in the Proficient level. However, there was a 15% increase in the Advanced level and an 11% decrease in the Beginning and Intermediate levels combined. Again, these trends indicate that we need to ramp up the instruction of reading and writing in order for our students to achieve significant progress.

Question 4: For each program, answer the following:

A: Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

B: Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

C: What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

From reviewing the data, we conclude that PS 212Q is making steady progress across grades K-4 in increasing Proficiency. Although grade 5 is not reaching Proficiency at the same pace, there is marked improvement in those students' move from Beginning/intermediate to Advanced proficiency. It is also clear that our students perform significantly better on the Listening/Speaking portion of the assessments given. They need a tremendous amount of support on the Reading/Writing portion. We believe that this is largely due to the fact that our students come to school without a solid literacy foundation in their native language. Many of our students also come from homes in which their caregivers do not have a solid foundation in the basic skills of English or those of their native language. These assertions are based solely on results from the LAB-R Spanish since we do not give any other tests in students' native languages.

We have opted out of taking the ELL Periodic Assessments. However, the periodic and interim assessments that we do give have been extremely helpful in driving instruction. The students do take the general education periodic assessments. Through these tests we are able to differentiate instruction and flexibly group our students. Teachers can give ELLs assignments online that address specific needs of

Part VI: LAP Assurances

providing additional instruction in a low performing content area, or moving students to higher performing groups.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 212					
District:	30	DBN:	30Q212	School		343000010212

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.1	95.7	95.6
Kindergarten	114	119	120				
Grade 1	104	118	122	Student Stability - % of Enrollment:			
Grade 2	100	105	127	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	154	132	117		97.0	93.2	93.4
Grade 4	134	160	140				
Grade 5	108	132	156	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		75.0	88.7	83.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	11	9
Grade 12	0	0	0				
Ungraded	3	14	11	Recent Immigrants - Total Number:			
Total	717	780	793	(As of October 31)	2007-08	2008-09	2009-10
					21	13	11

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	26	27	32	Principal Suspensions	0	2	4
# in Collaborative Team Teaching (CTT) Classes	20	30	44	Superintendent Suspensions	2	8	7
Number all others	48	48	40				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	47	52	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	18	6
# receiving ESL services only	194	178	TBD				
# ELLs with IEPs	6	43	TBD	Number of Educational Paraprofessionals	6	6	17

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	94.2	96.1
				% more than 2 years teaching in this school	85.1	82.7	83.0
				% more than 5 years teaching anywhere	74.5	67.3	77.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	85.0	98.1
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers	85.0	100.0	98.3
Black or African American	1.7	1.7	1.9				
Hispanic or Latino	72.7	77.6	77.6				
Asian or Native Hawaiian/Other Pacific	15.3	12.6	13.2				
White	10.2	7.2	7.2				
Male	46.4	46.7	48.3				
Female	53.6	53.3	51.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	46.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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