



LYNDON B. JOHNSON SCHOOL

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 27Q223
ADDRESS: 125-20 SUTPHIN BLVD
JAMAICA, NEW YORK 11434
TELEPHONE: (718) 322-9012
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS223Q SCHOOL NAME: Lyndon B. Johnson

SCHOOL ADDRESS: 125-20 Sutphin Blvd Jamaica, New York 11434

SCHOOL TELEPHONE: (718) 322-9012 FAX: (718) 925-9020

SCHOOL CONTACT PERSON: Mrs. Deborah Otto EMAIL ADDRESS: dotto@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sandra R. Wilks-Duplan

PRINCIPAL: Deborah Otto

UFT CHAPTER LEADER: Sandra R. Wilks-Duplan

PARENTS' ASSOCIATION PRESIDENT: Shelley Brock-Harrington
Tavia Huggins

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 CHILDREN FIRST NETWORK (CFN): 531

NETWORK LEADER: Althea Serrant

SUPERINTENDENT: Michele Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

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

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

Name	Position and Constituent Group Represented	Signature
Deborah Otto	*Principal or Designee	
Sandra R. Wilks-Duplan	*UFT Chapter Chairperson or Designee	
Shelley Brock-Harrington	*PA/PTA President or Designated Co-President	
Tavia Huggins	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Diane Thomas	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Patricia Dyer	Member/Teacher	
Fatima Iglesias	Member/Teacher	
Janis Roderick	Member/Teacher	
Ethel Williams	Member/Paraprofessional	
Robert Clark	Member/Parent	
Stacey Williams	Member/Parent	
Tykia Moore	Member/Parent	
Bilal Karreem	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P. S. 223Q is a three-story barrier free school built in 1974, serving full day Pre-Kindergarten through fifth grade students. The building is partially air-conditioned, including most of the first floor and the library. The school has two schoolyards, one of which is a fully functional playground, appropriate for grades Pre K. The second schoolyard is large paved area, equipped with basketball courts and tennis courts. This yard serves as the main play/recreational area and is used for morning lineup, lunch recess, and after school activities including the New York Junior Tennis League Schoolyard Tennis program.

A Jamaica Hospital School Health Program is funded through the New York State School-based Health Center Program is located on the first floor of the building. This program includes a full time nurse and social worker, as well as an on site doctor several days a week. This grant provides medical services to students throughout southeast Queens. This program provides regular check-ups and on time immunizations for students. It has a tremendous impact on the health and well being of the students, many of whom would be unable to afford these services otherwise.

The school currently houses:

- Two (2) Pre-kindergarten classes (one general Education Class and one Universal Pre-K)
- Five (5) Kindergarten classes (four General Education Classes and one Collaborative Team Teaching Class)
- Six (6) First Grade Classes (five General Education Classes and one Special Education Class)
- Five (5) Second Grade Classes (all general Education Classes)
- Five (5) Third Grade Classes (four General Education Classes, one of which is an Astre Class and one Special Education Class)
- Five (5) Fourth Grade Classes (four General Education Classes, one of which is an Astre Class and one Special Education Class)
- Five (5) Fifth Grade Classes (four General Education Classes, one of which is an Astre Class and one Collaborative Team Teaching Class)

The school is proud of its commitment to the Special Education population. Included in the Special Education program are Two (2) Collaborative Team Teaching Classes (Integrated General and Special Education students), one in the Pre-K and one in Fourth Grade, as well as five self-contained classes (12:1:1). We have other students who are entitled to support services such as mandated counseling, resource room, and speech. Approximately 11.3% of the students have Individual Education Plans (IEP's). Our Pupil Personnel Team and LRE Committee ensure that all of our students have their special needs addressed. Our team also includes professionals who provide

adaptive physical education, occupational, physical, and speech therapy according to the terms of the students' Individual Educational Plans (IEP's).

Over the last few years the children of this community have shown significant academic improvement. Our most recent school Report card score of A reflects our continued success, two years in a row. Each classroom is equipped with a minimum of two computers and children have the opportunities to use a variety of instructional software programs to strengthen their Literacy and Math skills.

Teachers work collaboratively on their grade level as well as across grades. Teachers are stakeholders in the instructional planning and take great pride in their work. Weekly joint planning sessions provide teachers with time to design, reflect and discuss school instructional goals. This has been a significant aid to improve our professionalism and dedication from the entire staff.

Staff development is an integral part of our approach to further support and develop quality instruction at all levels. Our goal is to foster quality dialogue among the staff. Topics are determined by staff surveys, teacher observations and staff discussion and a review of student Data. PD is aligned with teachers' need and current educational initiatives.

The community of P.S. 223 is proud of the many accomplishments we have obtained:

- Dedicated to increasing academic rigor for all students through differentiated professional development and implementation of differentiated tasks throughout our learning community
- Formed inquiry teams to gather and analyze data to provide a complete view of the learning outcomes and needs of individual students
- Bringing a successful Collaborative Team Teaching class from Grade 3 to Grade 4
- Gifted and talented classes in Grades 2 - 5 challenge students to achieve their full potential
- Each classroom has 2-3 desktop computers
- Utilization of eleven (11) Promethean Active Boards
- Dedication to using technology in the classroom through Mobi/Clicker and new web based programs for differentiating instruction: Study Island, Fast Forward.
- Successful utilization of Smart Boards throughout the school
- Outside of School Time program (OST) for students is now in its third year
- An after school dance program taught by professional is offered to students
- A tennis program is offered to the students during which they are given lessons by the New York Junior Tennis League
- Student attendance has shown significant improvement
- Participant in the Core Knowledge Reading Pilot Program in Second Grade which was offered to only ten schools by the Chancellor of the New York City Department of Education. This is our second year of participation in this three year pilot program.
- Met and exceeded our 2008-2009 CEP School Goals
-

Aligned with our Mission Statement: "The staff, parents, and community of Public School 223Q are committed to providing all students with the necessary tools to become independent and productive life-long learners" we have initiated successful programs that have increased the number of students on performance Levels 3 and 4 and decreased the number of students on Levels 1 and 2 on New York State Standardized Assessments.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Lyndon B. Johnson				
District:	27	DBN #:	27Q223	School BEDS Code:	342700010223

DEMOGRAPHICS									
Grades Served in 2009-10:	X <input checked="" type="radio"/> Pre-K	X <input checked="" type="radio"/> K	X <input checked="" type="radio"/> 1	X <input checked="" type="radio"/> 2	X <input checked="" type="radio"/> 3	X <input checked="" type="radio"/> 4	X <input checked="" type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	53	35	31		93.1	93.1	TBD		
Kindergarten	93	108	87						
Grade 1	116	109	113	Student Stability: % of Enrollment					
Grade 2	78	114	106	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	117	91	125		89.0	88.1	TBD		
Grade 4	120	108	95						
Grade 5	106	125	107	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		70.5	73.2	86.0		
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		9	20	TBD		
Grade 12	0	0	0						
Ungraded	12	9	9	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	695	699	673		1	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	64	56	39						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	3	12	10	Principal Suspensions	0	2	TBD
Number all others	49	39	24	Superintendent Suspensions	2	5	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	27	30	17	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	3	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	58	62	68
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	16	14	15
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	1	12
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.3	1.3	TBD	Percent more than two years teaching in this school	84.5	77.4	TBD
Black or African American	77.7	73.0	71.8	Percent more than five years teaching anywhere	69.0	69.4	TBD
Hispanic or Latino	10.1	11.2	11.7				
Asian or Native Hawaiian/Other Pacific Isl.	9.6	9.9	9.8	Percent Masters Degree or higher	88.0	90.0	TBD
White	1.3	1.3	1.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.7	98.8	TBD
Multi-racial							
Male	50.2	50.4	49.0				

DEMOGRAPHICS							
Female	49.8	49.6	51.0				

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

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

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

1. CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	83.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

In review of our school data from sources such as School Report Card, Progress Report, Quality review, periodic assessments ARIS, Inquiry Team findings, Learning Environment Survey, teacher feedback And parental input:

Our school has been identified as a School in Good Standing, having met our AYP for Students with Disabilities through Safe Harbor two years in a row. Recently , we have been identified as not making our AYP in ELA with our students with disabilities. We received a Progress Report Grade of "A" for 2007-2008 and 2008-2009, which is an improvement over our 2006-2007 Progress Report Grade of "C". This determination was based on student performance on the New York State Math and ELA Standardized Assessments. A reference to the School Report Card indicates marked improvements in both ELA and Math scores. In 2008-2009, 69% of our student population tested in Levels 3 or 4 on the ELA State Assessment, showing an increase of 15% over the previous year's scores. Likewise, our students tested in Levels 3 or 4 in the Math State Assessment at 85%, showing an increase of 2% over 2007-2008. Our 2008-2009 Progress Report shows the percentage of students in our school's lowest 1/3 students making at least one year of progress is 84.7% in ELA and 76.1% in Math. Our Progress report for the 2010 school year was a B.

The above data indicates steady growth and improvement in the performance of both students scoring Levels 3 and 4, as well as students performing at the lowest 1/3 level in ELA and Math.

Our most significant strength is in the support systems we have in place to support our struggling students and to challenge our gifted students. We accomplish this through our various Academic Intervention Services in ELA, Mathematics, Science, and Social Studies. In addition to our daily push-in and pull-out programs we also offer students assistance through the 37½ minutes Extended Day period, our Building Blocks after school Program, Lunch-&-Learn, and Saturday Morning Institute.

An analysis of the 2009-2010 data and the 2007-2008 Quality Review Report has helped us identify our needs and barriers. They are defined as:

- Trends seen in the lower grades result from children entering into Kindergarten without have attended pre-school. An examination of the ECLAS 2 data reflects a discrepancy between the children who attended pre-school and those who did not. This data shows that an emphasis is needed on language development integrating both phonics and comprehension skills. Utilization of the Balanced Literacy Model will be effective in supporting all student learning.

- Our Kindergarten, Grade 1 and 2 ELA program needs strengthening to better align to the Balanced Literacy program used in Grades 3-5 for smoother transition for the students.
- The Home/School connection is a critical component to a child's success. Our Families Read Every Day Program (FRED) has shown to be successful but needs continued reinforcement.
- Trends show that we need to monitor our Math progress in Grades 2-5 to maintain the percentage of growth our students have achieved.
- In disaggregating the data for the 2010-11 school year we found the following;
More attention and focus will be on Level 1 and level 2 students of targeting instruction and interventions.
We must increase the rigor in the engagement of higher achieving students.
We must provide a greater range of challenge in differentiation during active engagement, independent and small group activities.

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.

Based on our Needs Assessment, the Annual School Goals for this year are:

Goal # 1: By June, 2011 there will be a 2% increase in the number of students in Grades 3-5 who will achieve a year's growth in Reading, raising PS223's percentage as measured by the New York State Assessments, Predictive Tests, ITAs and teacher assessments based on student classroom performance.

- Utilization of the Balanced Literacy Model for Language Arts Instruction
- Creation of Curriculum Maps to align instruction horizontally and vertically
- Utilization of Fountas and Pinnell Benchmark assessment

Goal # 2: By June, 2011 there will be a 2% increase in the number of students in Grades Kindergarten to Grade 2 who will move up a minimum of three Reading levels using the Fountas and Pinnell Benchmark system three times a year (October, January and June) to monitor progress.

- Good Habits/Great Readers program will be utilized as our Language Arts program for Reading in Grades K and 1
- Core Knowledge Reading Pilot Program will be utilized as our Language Arts program for Reading in Grade 2

Goal # 3: By June 2011 100% of the teachers in grades 2-5 will differentiate and assign Students specific assignments, based upon analyzed data from the Everyday Math

Unit Tests, Acuity's Matrix ITA's and Predictives, the Study Island on-line instructional program and teacher observation.

- Implementation of the Everyday Mathematics Program in all classes
- Establish consistency and coherency throughout the grades

Goal # 4: By June, 2011 100% of all teachers will be members of the school's Inquiry Team in order to sustain the improvement the school has achieved.

- Develop and use consistent criteria for quality work across each grade
- Identification of appropriate assessment techniques that will provide evidence of learning that is aligned to the standards

Goal # 5: By June, 2011 there will be a 1% increase in parent involvement and participation in school activities.

- Continue and expand the Families Read Every Day program (FRED)
- Encourage parent volunteerism through Learning Leaders

	<ul style="list-style-type: none"> • Encourage families to read together through the Families Read Every Day program (FRED) • Teachers will incorporate New York State and City standards and performance indicators into their planning <p>Target population: Students in Grades 3 - 5, including Special Education and ELL.</p> <p>Responsible Staff Members : Principal, Assistant Principal, classroom teachers, cluster teachers, resource room teachers, AIS providers, coaches, the data specialist, ELL teacher and the IEP teacher/Testing Coordinator, educational assistants.</p> <p>Timeline: This plan will be implemented throughout the 2010-2011 school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>NYSTL, Tax Levy, Title 1 Funds</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>Periodic reviews will be conducted utilizing a variety school, program and teacher generated assessment tools.</p> <ul style="list-style-type: none"> • Fountas and Pinnell Benchmark Assessments three times a year(October, January and May) • New York State ELA Standardized Test Scores • Predictive Scores • ITA Scores • Acuity • Reading Conference Notes • Informal Assessments • Teacher Observations • Standard based student portfolios

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA Grades K - 2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011 there will be a 2% increase in the number of students in Grades Kindergarten to Grade 2 who will move up a minimum of three Reading levels using the Fountas and Pinnell Benchmark assessment system three times a year (October, January and June) to monitor progress.</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>Actions/Strategies:</p> <ul style="list-style-type: none"> • Good Habits/Great Readers program will be utilized as our Language Arts program for Reading in Grades K and 1 • Core Knowledge Reading Pilot Program will be utilized as our Language Arts program for Reading in Grade 2 • Utilize Foundations to enhance the phonemic awareness and phonetic development of the students • Reduce class size to improve the pupil/teacher ratio • Utilize the Extended Day (37 ½ minutes) to support students through Foundations • Collaborative teacher planning of the literacy instruction block for the school year • Utilize Fountas and Pinnell Benchmark assessments, ELA scores, and teacher observations to create differentiated grouping and instruction • Creation of data-based curriculum maps to be utilized for literacy development and aligning instruction both horizontally and vertically • SMART professional goals in Reading for fluency, accuracy and comprehension improvement will be set by Administrators and teachers • Rigorous, attainable goals will be created based on the data resulting from the Fountas and Pinnell Benchmark assessments in October, January and May • Weekly joint planning meetings will be held during the Grade Level Data Preparation Period • Provide Academic Intervention Services in Reading to the Level 1 and 2 students

	<ul style="list-style-type: none"> • Teachers will receive professional development to augment best teaching practice and enhance student learning • Provide opportunities for classroom teachers to visit colleagues to observe exemplary teaching • Utilize running records to monitor Reading accuracy and comprehension • Utilize the Extended Day 37.5 minutes, four times a week for targeted groups of students on a needs basis • Teachers will incorporate New York State and City standards and performance indicators into their planning • Encourage families to read together through the Families Read Every Day program (FRED) <p>Target population: Students in Grades K - 2, including Special Education and ELL.</p> <p>Responsible Staff Members : Principal, Assistant Principal, classroom teachers, cluster teachers, resource room teachers, AIS providers, coaches, the data specialist, ELL teacher and the IEP teacher/Testing Coordinator, educational assistants.</p> <p>Timeline: This plan will be implemented throughout the 2010-2011 school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>NYSTL, Tax Levy, Title 1 Funds</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>Periodic reviews will be conducted utilizing a variety school, program and teacher generated assessment tools.</p> <ul style="list-style-type: none"> • Reading Inventory • Fountas and Pinnell Benchmark Assessments three times a year(October, January and May) • Reading Conference Notes • Informal Assessments • Teacher Observations

	<ul style="list-style-type: none"> • Standard based student portfolios
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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): **Math Grades 2 - 5**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 100% of the teachers in grades 2-5 will differentiate and assign student specific assignments, based upon analyzed data from the Everyday Math Unit Tests, Acuity's Matrix ITA's and Predictives, the Study Island on-line instructional program and teacher observation.</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>Actions/Strategies:</p> <ul style="list-style-type: none"> • Teachers in Grades 2 – 5 will be professional developed on Study Island • Teachers will meet by grade level to collaboratively review and discuss the results of each Everyday Math Unit exam • Teachers will meet to examine the Everyday Mathematics Unit Checklist to identify areas of student strength and weakness • Utilize Study Island as an instrument to identify student strengths and needs • Develop individual structure for student achievement • Study Island will be accessed by all students at school and at home • Utilize the Extended Day 37.5 minutes, four times a week for targeted groups of

	<p>students on a needs basis that reflects assessments</p> <ul style="list-style-type: none"> • Creation of customized ACUITY tests based upon the student's or small group's weaknesses • Utilize ARIS resources for small group instruction • Utilize Math sophistication materials: <ul style="list-style-type: none"> ○ CAMS - Comprehensive Assessments of Mathematics Strategies ○ STAMS - Strategies to Achieve Mathematics Success ○ Math Steps ○ Math Skills - Everyday Math Program ○ Ladders to Success - Coach series ○ N.Y.S. Mathematics - Continental Press ○ New York Math Problem Solving - Open Ended Questions ○ Problem of the Day ○ Mathematics - Skills, Concepts, Problem Solving <p>Target population: Students in Grades K - 2, including Special Education and ELL.</p> <p>Responsible Staff Members : Principal, Assistant Principal, classroom teachers, cluster teachers, resource room teachers, AIS providers, coaches, the data specialist, ELL teacher and the IEP teacher/Testing Coordinator, educational assistants.</p> <p>Timeline: This plan will be implemented throughout the 2010-2011 school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>NYSTL, Tax Levy, Title 1 Funds</p>

Indicators of Interim Progress and/or Accomplishment

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

Interim progress will be monitored and periodic analysis of data will be conducted utilizing program and teacher generated assessment tools to evaluate student achievement by unit goals

- **Everyday Math Unit Checklist**
- **Everyday Math Unit Exams**
- **New York State ELA Standardized Test Scores**
- **Predictive Scores**
- **ITA Scores**
- **Acuity**
- **Informal Assessments**
- **Teacher Observations**

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): Inquiry/Common Core Standard

Annual Goal
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2011, engage 100% of all classroom teachers will be members of the school’s Inquiry Team. Also identify a grade specific problem and align to the Common Core Standard to increase student academic achievement.

<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>Actions/Strategies:</p> <ul style="list-style-type: none"> • Teachers will develop and use consistent criteria (rubrics) for quality work across the grade and classroom • Provide workshops on the Common Core Standards. • Teacher teams will identify and agree upon appropriate assessment techniques that will provide evidence of learning that is aligned to the standards • Support the teacher inquiry by administration, and professional development to support the necessary requirements to move forward • Teachers will expand their use of ARIS Connect as a tool for inquiry communities • Teachers will utilize the testing Data that is provided throughout the school year • Study Groups • Use of the curriculum design cycle across the grades • Weekly Highlights distributed to all staff members • Inquiry Newsletter • Common prep periods • Expansion of Core Inquiry Unit to include members from all grades and cluster teachers • Staff/grade conferences • PLT's at the 37 ½ minutes once a week
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>NYSTL, Tax Levy, Title 1 Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Evaluation and feedback of training sessions • Pre and post Participant Surveys • Reflective/survey of teacher participants • Agenda and attendance

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, SURRE, 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): Parent Involvement/Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011 there will be a 1% increase in parent involvement and participation in school activities.</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>Actions/Strategies:</p> <ul style="list-style-type: none"> • Purchase of school agendas for each student to increase communication between school and home • Utilize a messaging service which calls parents to inform them of attendance issues as well as activities going on in school • Utilize a digital Marquee board in the school lobby to welcome people to the building, display important information and to keep parents informed on school activities • Parent Newsletters written by the teachers on each grade level • Letter reflecting all school concerns or activities will be sent home with each student on colored paper in a timely fashion • Workshops will be provided for parents on standards, testing, school curriculum and citywide initiatives in Reading, Math, Science and Social Studies • Provide parent workshops about community resources • Encourage and support parent volunteers Through Learning Leaders • Parent workshops given twice a month by the parent coordinator • Monthly PTA meetings will provide the community with upcoming events and concerns • Family Activity nights(literacy, movie, bingo) • School Participation in OST, an after school, holiday and summer program that offers children the opportunity to come together as a community

	<ul style="list-style-type: none"> • Continue housing the Jamaica Hospital School Health program that offers medical services to the students through a doctor, nurse and social worker • Continue to make a home/school connection through the Student of the Month • Encourage families to read together through the Families Read Every Day program (FRED) <p>Target population: Parents/Guardians, teachers, staff and administration.</p> <p>Responsible Staff Members: Principal, Assistant Principal, classroom teachers, cluster teachers, resource room teachers, AIS providers, coaches, data specialist, ELL teacher and the IEP teacher/Testing Coordinator, Educational Assistants, parent coordinator.</p> <p>Timeline: This plan will be implemented throughout the 2010-2011 school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>NYSTL, Tax Levy, Title 1 Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance at parent workshops • Increase in the number of parent volunteers • Review of School Survey findings of staff and parents in the Spring of 2011 • Evidence of an increase of parent guidance and support on assignments • Increase in parent participation at school events • Increase in the number of parents reaching out to the community resources

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	25	25	N/A	N/A				
1	25	25	N/A	N/A				
2	30	30	N/A	N/A				
3	35	35	N/A	N/A				
4	35	35	10	10			1	
5	25	25	10	10			1	
6								
7								
8								
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>English as a Second Language:</p> <ul style="list-style-type: none"> • Edison Wesley ESL and Hampton Brown Programs • Small group, pull-out instruction • Service is provided during the school day in 45 minute periods and after school for the Second, Third, Fourth and Fifth Grade ELL children <p>SETSS:</p> <ul style="list-style-type: none"> • Wilson, Foundations, Balanced Literacy, Writing Workshop, Scholastic Reading Skills, Voyager Passport and Kaplan Reading Programs • Small group, pull-out instruction • Service is provided during the school day in 45 minute periods <p>AIS:</p> <ul style="list-style-type: none"> • Kaplan Reading Program, Wilson, Foundations, Voyager Passport, Balanced Literacy, Open Court Reading Program and Core Knowledge Reading Pilot Program • Push-in and pull-out instruction for at-risk children is carried out through the use of small group and one-to-one instruction • Instruction is differentiated in all ELA classes • Service is provided during the school day in 45 minute periods, Extended Day time and through “Lunch and Learn”. • Children are also instructed through our, one hour per day/three day a week, after school program called Building Blocks. • Our Saturday program instructs children for 3 hours each Saturday
Mathematics:	<p>SETSS:</p> <ul style="list-style-type: none"> • Everyday Mathematics, Coach and Kaplan Programs • Small group, pullout instruction • Service is provided during the school day in 45 minute periods

	<p>AIS:</p> <ul style="list-style-type: none"> • Everyday Mathematics, Kaplan and Coach Programs • Push-in and pull-out, differentiated instruction is carried out through the use of small group and one-to-one instruction • Service is provided during the school day in 45 minute periods, Extended Day time and “Lunch and Learn”. • Through our Chess Club and the “24” Club, children are challenged in critical thinking and problem solving. This club meets for 45 minutes/once a week. • Children are also instructed through our, one hour per day/three day a week, after school program called Building Blocks. • Our Saturday program instructs children for 3 hours each Saturday
<p>Science:</p>	<p>SETSS:</p> <ul style="list-style-type: none"> • Core Knowledge, FOSS and McGraw Hill Programs • Small group, pullout instruction • Service is provided during the school day in 45 minute periods <p>AIS:</p> <ul style="list-style-type: none"> • FOSS and Delta System Programs • Push-in and pull-out instruction is carried out through whole class, group and one-to- one instruction • Service is provided during the school day in 45 minute periods
<p>Social Studies:</p>	<p>SETSS:</p> <ul style="list-style-type: none"> • Pearson Learning and Silver Burdett-Ginn Programs • Small group, pullout instruction • Service is provided during the school day in 45 minute periods <p>AIS:</p> <ul style="list-style-type: none"> • Core Knowledge, and Coach Programs • Small group, pullout instruction • Service is provided during the school day in 45 minute periods

At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor meets with students whose IEPs mandate this service as well as students who are At-Risk. Small group counseling is provided during the school day. This service provides social and emotional support for students who exhibit poor peer relations, low self-esteem, poor self-image and the inability to solve conflict adequately, along with anger management issues.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	Jamaica Hospital at P.S.223

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

NCLB/SED requirement for all schools

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

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

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

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- 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 – G5** Number of Students to be Served: 26 LEP 26 Non-LEP

Number of Teachers 1 Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

PS 223Q currently provides ESL instruction to eligible students under the State and the City regulations and mandates. Parents requesting bilingual service for their children may ask for a transfer option due to the lack of ELLs to form a bilingual program.

The ESL program is conducted by a full-time licensed ESL teacher in a pull-out model. Students consist of 6 Kindergarteners, 6 First Graders, 4 Second Graders, 6 Third Graders, 2 Fourth Graders and 2 Fifth Grader, who are grouped by their levels and either receive 360 minutes or 180 minutes ESL instruction based on their Lab-R and NYSESLAT benchmark cutoffs.

Program planning, management and instruction highlights:

- Potential ELLs are identified via the Home Language Identification Survey (HLIS).
- Parent orientation is conducted for parents of new ELLs with parents' guide, video demo, program selection forms, etc.
- Potential ELLs tested eligible for ESL service are placed in the program within ten days of admission, with reference to parents' choices and options.
- Interdisciplinary/multicultural instruction is used under the guidance of the Standards and the Curriculum frameworks.
- ESL instruction incorporates all content areas, with focus on literacy and math and reflects the school models such as Balanced Literacy, Core Knowledge, balanced mathematics prototypes and hands-on activities.
- The classroom is equipped with five internet-ready computers. Students use interactive reading software for practice. Technology is an important part of the program.
- Funds are allocated for the purchase of materials appropriate for the ELLs.
- Students are assessed by their work, interim tests and standardized testing. Statistics are used for planning and instruction.
- AIS is provided for some students. An after-school program is open to ELLs above the second grade. A number of ELL's also participated in the tennis and chess clubs.

Professional Development Overview

Professional development will be provided by the ESL teacher, the math and literacy coaches in joint efforts to teachers on topics including second language acquisition theory and practice, ESL standards, assessment, instructional strategies and parent involvement. The external private contractors will deliver their expertise in the area as the school is administered as an Empowerment School. Professional development on meeting the needs of the ELL students through differentiated instruction is planned for this school year.

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Title III program previously offered at PS 223Q has been highly beneficial to the LEP students or ELLs, especially to those who demonstrated special needs in meeting the academic requirements. The reading and math scores all point to the importance of this supplemental service, and its continuation will help sustain and strengthen the positive trend in the students' performance. Due to the joint efforts of the school staff and administrators, the ELLs in general performed better than expected on the New York State standardized tests last year. Therefore there is sufficient reason to keep the program open this year.

Of the currently registered students, standard assessment data show positive outcome. Eight out of the twenty-two ELLs (36%) passed the NYSESLAT and become LPs. 25% of the ELLs moved up to the advanced level from a lower level in the previous year. 25% of the ELLs are first year test-takers with no year-over-year comparison. Therefore more than 75% of the ELLs have achieved solid academic improvement. On the NYS math test, two of the seven ELLs and former ELLs scored 3, and five scored 4; on the ELA test, six scored 3 and one scored 1.

Under the regulations of NCLB, the new testing policies have been in place for the ELLs in recent years. A new immigrant student, having been in this country for only one year, now has to take the ELA and every other test just as a native born student does. With the bar set very high and very little time to help the ELLs grow and be ready, there is an urgent call for additional support and leverage.

In the 2009-10 school year, 16 ELLs and former ELLs took all the NYS standardized tests. Keeping the Title III program open certainly helped these students meet the big challenges.

The Title III program will focus on reading and math. Statistics and researches all confirm that the LEP students or ELLs first overcome the barriers in listening and speaking. And all this is done in a relatively short period of time. Reading takes much longer to master for the ELLs, when the same criteria for the non-ELLs are applied. The inadequacy in reading also impedes in the academic performance in other areas, namely, math, science, and social studies. Inevitably the Title III program will first of all address the students' needs in reading, including vocabulary, sentence structures, basic writing, comprehension, and other higher thinking skills. It will be aligned with the New York State ESL and ELA standards. Graded materials of different themes and genres will be used. Students will also be given practice in test taking. In the area of math, students will develop math vocabulary and important concepts. More than simply remembering words, students will apply concepts and strategies to solving problems. Considering the background of the ELLs, the program instructor will use proper effective ESL strategies targeted at those students, such as sheltering and scaffolding. The ultimate goal is to help them not only learn English and math well but also enjoy learning and become self-sufficient in learning.

The use of new media will be an important component of the program. Technology defines and opens up learning in new perspectives. It serves to differentiate today's school from the past, and more importantly it brings a new world to the students. The Title III program intends to purchase computer software, and other multi-media materials, in the areas of reading, math, science, and social studies.

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.

The Title III program recognizes the need to provide staff development for the teachers involved with the LEP students or ELLs. The administrators, math/literacy specialists, and the ELL teachers will all participate in the efforts. Besides the resources and personnel available at the school, external specialists or experts will be sought to give workshops and direct training, covering a variety of areas such as laws and regulations, instructional approaches and strategies, books and materials, cultural awareness, and parent involvement.

A tentative calendar of workshops is provided as below,

- September and October: regulations and mandates regarding the bilingual/ESL program, parental involvement, cultural awareness, HLIS and LAB-R, getting ready for the new-comers.
- November and December: second language acquisition, the State Learning Standards and test policies, ESL methodologies and materials.
- January and February: differentiated instruction for the ELLs, teaching reading to newcomers, challenges in learning to read and to write, technologies in the classroom.
- March and April: Helping ELLs in the content areas, teaching math concepts and vocabulary, teaching math to newcomers and students in needs(differentiated planning and instruction)
- May and June: NYSESLAT, tests and promotional policies, ATS reports and data for ELLS.

Section III. Title III Budget

School: PS 223Q BEDS Code: 27Q223

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)	\$4,789	Teacher: 3 days/one hour/96 sessions
- Per session	\$2,506	Supervisor: one hour/48 sessions
- Per diem		
Purchased services	\$599	Service provider: \$49.89/4 sessions/3 hrs
- High quality staff and curriculum development contracts.	\$2,181	Attendees: \$22.72/4 sessions/2hrs/12 Teachers @teacher training rate

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3,428	Materials/supplies in support of all Title III activities (students and parents)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other	\$1497	Parent involvement: ESL classes and workshops. 10 sessions/3 hrs/one teacher @\$49.89
TOTAL	\$15,000.00	

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.

We have taken proper steps to measure and coordinate the needs and resources. Using data gathered at parent orientation, workshops, and conferences, we discovered about 30% of the ELL parents need translations, The school has personnel versed in English, Spanish, Chinese, Urdu, Arabic, French (Creole), Punjabi, Bengali, Arabic, Urdu, and Russian, covering all the language spectrum of the ELL parents.

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.

The administrators, parent coordinator, family assistant, and teachers have all worked together to provide parents the necessary help in written and oral translation. The school community has been made aware of the needs of the ELL parents. Multilingual signs advertising help to parents have been posted in the school lobby. School letters and important documents have been distributed in bilingual versions or translations.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will continue to provide written translations to parents. Our resources indicate we will be able to meet the current needs of our parents. If new needs arise that we are unable to address, we will seek external help, including purchasing services. In order to ensure timely provision of translation, important documents are available in bilingual versions or translations.

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

The school will continue to provide oral translation for parents as needs arise. We use school personnel and parent volunteers in the past, and we will continue to use them this year. Whenever needed, we will purchase translations service from an outside contractor.

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

The school will comply with Section VII of the Chancellor's Regulations A-663, regarding parental notification requirements for translation and interpretation services. We will investigate our key areas of needs, organize our resources, tap into external help, and make sure that the parents receive the best service we can deliver.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	428,357	15,442	443,799
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,283	154	4,437
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21,418	*	
4. Enter the anticipated 10% set-aside for Professional Development:	42,835	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Parent Involvement Policy

PS 223Q

P.S. 223 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S. 223 agree to implement the following statutory requirements:

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

II. Description of How School Will Implement required Parental Involvement Policy Components

1. P.S.223 will take actions to involve parents in the joint development of its school parental involvement plan

- under Section 1112 of the Elementary and Secondary Education Act (ESEA).
2. P.S. 223 will take actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. 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.
- P.S. 223 will coordinate and integrate Title I parental involvement strategies through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.
 - The school will help parents gain access to support services by other agencies, such as health care (Jamaica Hospital on-site), Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - The State's academic content standards
 - The State's student academic achievement standards
 - The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to

accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

- Through the efforts of the Parent Coordinator, and the PTA President along with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including tests dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, one week before the start of the month.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Professional development for parents provided by parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matter.

ELL Professional Development:

ELL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development:

Professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student

academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

School-Parent Compact

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

PS 223 will:	The Parent/Guardian will:
<p>P.S. 223, 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 the school year 2009-2010.</p>	<ul style="list-style-type: none"> • Promote positive use of my child’s extracurricular time • Monitor attendance • Make sure that homework is completed • Monitor the amount of television their children watch • Volunteer in my child’s classroom • Participate as appropriate, in decisions relating to my children’s education. • Promote positive use of my child’s extracurricular time • Stay informed about my child’s education and communicating with the school by promptly reading all notices from the

<p>P.S. 223 will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards as follows: <ul style="list-style-type: none"> ○ Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will be held in mid November and mid March. 	<p>school or the school district wither received by my child or by mail and responding, as appropriate.</p> <ul style="list-style-type: none"> • Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the 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.
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<ul style="list-style-type: none"> • Provide parents with frequent reports on their children’s progress. Parents will receive Tri-Annual Report Cards to be distributed in November, February and June. • Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: <ul style="list-style-type: none"> ○ Staff will be available for consultation during their daily preparation periods, and during Parent Teacher Conferences. • Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: <ul style="list-style-type: none"> ○ Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way. ○ Involve parents in the joint development of any school wide program plan (for SWP schools), in an organized, ongoing and timely way. ○ 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 	<p>Student Responsibilities:</p> <p>We, as students, will share the responsibility to improve out academic achievement and achieve the State’s high standards. Specifically, we will:</p> <ul style="list-style-type: none"> • Do my homework every day and ask for help when I need to. • Read at least 30 minutes every day outside of school time. • Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
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<p>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.</p> <ul style="list-style-type: none"> • 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. 	
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<ul style="list-style-type: none"> • Provide to parents of participating children information in a timely manner about Title I, Part A programs that include description and explanation of the school’s curriculum, the forms of academic assessment used to measure children progress, and the proficiency levels students are expected to meet. • 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. • 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. • 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 1. 	
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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.

PS 223Q will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

PS 223Q will use disaggregated student results on State assessments Grades 3-5, District benchmark assessments, ARIS, New York Start, ACUITY, Fountas & Pinnell Benchmark Assessment, DIBELS, Woodcock-Johnson III and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

As a School wide Program school, our CEP describes effective methods and instructional strategies that are based on
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scientifically based research, which will be incorporated to strengthen the core academic program of the school.

Key strategies include:

- Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- Implementation of the citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State and City assessments grades 3-5, ARIS, New York Start, ACUITY, the Fountas & Pinnell Benchmark Assessment, DIBELS, Woodcock-Johnson III and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

All school-wide reform strategies being implemented at P.S. 223Q are designed to implement the District Comprehensive Educational Plan NCLB Addendum.

3. Instruction by highly qualified staff.

All teachers hired in PS 223, for the 2009-10 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC. Teachers in PS 223 that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration. PS 223, and the Empowerment Network #21 provides extensive professional development, mentoring and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

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.

PS 223, will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, ACUITY training, Smart Board training, new technological applications, ARIS; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated at P.S. 223Q by a Professional Development Team, which includes the Principal, Assistant Principal, coaches, lead teachers and staff developers. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups. In addition, an extensive teacher-mentoring program, which is a critical component of the support and professional development for new teachers, is in place at PS 223. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.
- Training for parents and community members will include:
 - Support for parents' understanding of, and participation in instructional initiatives
 - Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.)
 - Parent Coordinator workshops
 - Learning Leaders Parent Volunteer Program
 - Support for increased parent participation on the School Leadership Team and subcommittees
 - Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

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

The District has assisted all schools in the placement of 100% certified staff. Beginning in the spring of 2010 and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the District. The District also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows. Additionally, ongoing recruitment strategies by the District included advertising and recruiting on college campuses in various states and internationally. P.S. 223Q will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

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

PS 223, will describe in their CEPs the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, each school will hire a fulltime Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, PS 223 will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically. The Parent Support Offices, located in the Learning Support Center will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and issues that cannot be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week. The Parent Support Officer in the Learning Support Centers will also help coordinate the activities of the Parent Coordinator for PS 223. Additional support for PS 223, will be provided by the District and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team will work closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.

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.

Activities for Teachers

- **Provide transition activities that include talking, singing songs, and playing games with children about growing up and making changes.**
- **Provide many opportunities for children and their parents to become familiar with the kindergarten setting.**
- **Give parents accurate information about the skills needed for a child to transition to kindergarten.**
- **Demonstrate interest and support to each child's family through phone calls and other personal contacts.**
- **Structure developmentally appropriate classroom practices that promote the PreKindergarten standards**
- **Provide opportunities for parents to volunteer in the classroom.**

- Provide learning activities for parents to do with their children at home.
- Invite elementary teachers to visit preschool classrooms, and preschool teachers to visit elementary school classrooms.
- Coordinate activities between preschools and kindergarten – programs, workshops, visits to school playgrounds, etc.
- Invite preschool groups to attend certain school activities like celebrations, parades, or other special events.

Activities for School Administrators

- Facilitate development of a transition plan for each child that provides for instruction, support, and assistance through the third grade.
 - Enable transfer of each child's preschool records to the elementary school (with parental consent).
 - Organize parent meetings where preschool and elementary school staff is available to answer the questions and concerns of parents and families with children entering kindergarten.
 - Provide a forum for parents to discuss their perceptions and expectations for kindergarten and elementary school.
 - Coordinate meetings between parents and teachers to address the individual educational and emotional needs of each child.
 - Provide information about the PA/PTA, which can serve as a link between the parents and the school.
 - Inform parents and families about their rights and responsibilities in the school.
 - Provide parent education workshops.
 - Organize joint in-service training for preschool and kindergarten teachers.
 - Link families and children with health and social services in the community.
 - Send school newsletters and calendars to preschool parents and families.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will be engaged in ongoing discussions and decision-making processes with PS 223 and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.

PS 223 will use disaggregated State and City assessments Grades 3-8, District benchmark assessments, ARIS, New York Start, ACUITY, Fountas & Pinnell Benchmark Assessment, DIBELS, Woodcock-Johnson III and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which

students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services. Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities.

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 ISC will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School-wide Program.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the	Amount Contributed to Schoolwide Pool	Check (☑) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

		Schoolwide Program (P)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal	x			359,820		
Title I, Part A (ARRA)	Federal	x			15,288		
Title II, Part A	Federal	x			136,210		
Title III, Part A	Federal			x			
Title IV	Federal			x			
IDEA	Federal		x				
Tax Levy	Local	x			3,442,765`		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

-
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
 - **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.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 9 as of 12/10
2. Please describe the services you are planning to provide to the STH population.

Provide school supplies possible, uniforms if they request, they attend my after school program as well as the OST that is in operation in P223 from 3:00pm-6:00pm

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

Attachments for the 2010-2011 CEP

Attachment: Language Acquisition Policy

Attachment 1: Language Allocation Policy

**Lyndon B. Johnson Public School – P.S. 223
125-20 Sutphin Boulevard
South Ozone Park, New York 11434
Tel: 718 322-9019 Fax: 718 925-9020**

Deborah Otto, Principal

Howard Hudson, AP

Eileen Kaveney, AP

Language Allocation Policy

The LAP team at PS 223Q consists of Deborah Otto/principal, Deborah Schall/coach, Jian Shi/ESL teacher, Carman Chambers/Guidance Counselor, and other standby members as appointed by the school principal, namely, Diane Thomas/Parent Coordinator, Deborah Gibbs/IEP, Michelle Ford/literacy specialist. The standby members will be consulted for input under different circumstances, though they may not attend all LAP meetings as the non-standby members do.

In the 2009-2010 school year, the school building hosts ____ students, of whom 26 are ELLs, making up __% of the total student population. The ELLs in all include 6 in kindergarten, 6 in the first grade, 4 in the second grade, 6 in the third grade, 2 in the fourth grade, and 2 in the fifth grade. Languages spoken by the ELLs (numbers in parentheses) range over Spanish (17), Chinese (1), Punjabi (3), Haitian Creole (2), Urdu (2), and French (1).

New Ells are identified and placed in proper programs based upon parents' choices made in the Parent Survey and Program Selection forms. A review of the existing forms completed indicates that the majority of parents opted for the ESL program instead of bilingual programs, which are not available at the site. By no means can a definite trend in parents' preferences be established, due to the fact that parents may consider many factors such as their children's ages, language skills, and convenience in transportation.

The Lab-R and the NYSESLAT statistics indicate that the ELLs need more weighted instruction in reading and writing. To help them attain proficiency in reading and writing, the ESL program will incorporate the following components: read aloud, guided reading, independent and partner reading, four square writing, book reports, journal writing, etc.. Students will read both intensively and extensively materials in different genres and contents. They will practice writing grammatically through exercises such as editing and error correction. Graphic organizers and the writing process will be taught and used.

In the content areas, the ELLs achieved better this year on the State math and ELA tests. The majority of the ELLs including the previous ones who received additional service all scored 3 or 4 on the tests, and fewer students scored 1 or 2 this year. The test data help teachers pinpoint strength and weakness in students' performance, plan their instruction accordingly, and deliver better service to meet the students' needs. As a result the ELLs have improved not only their English, but also their academic skills.

In the current school year, instruction for the ELLs will still focus on language acquisition and math in the content areas. Textual materials touching different subjects and interdisciplinary approaches will be used.

Among the ELLs no SIFE students have been identified. In the case of future ones, enhanced instruction in needed areas, and additional school and after school sessions will be arranged.

This year we have no long term ELLs.

For the newcomers we will provide intensive and extensive ESL instruction, using various graded materials, multi-disciplinary books, technologies and ESL methodologies.

This year there are four special education ELLs. Each of these students displays different needs. Our plan is to motivate and help them meet higher expectations using different methods and materials. So far interactive computer readers have turned out as quite effective tools.

With the students who have achieved English proficiency and passed the NYSESLAT test, we will keep a follow-up, and sometimes arrange for tutoring as needs arise.

The school is now in full compliance with CR Part 154 in terms of service time and programming for the ELLs. A pull-out ESL program is in place, taught by a full-time licensed ESL teacher. Orientation is provided to parents of new ELLs with video, brochures, program survey and selection forms. New ELLs are tested and placed in the programs. The beginning and intermediate level ELLs receive 360 minutes ESL instruction per week, while the advanced level students receive 180 minutes ESL instruction plus 180 minutes ELA. Content areas in math, science, and social studies are covered with ESL methodologies such as scaffolding. The program, aligned with the State and City curricula and standards, aims at helping the ELLs achieve better performance on the standardized tests.

A good selection of textbooks, readers, and teacher-made materials have been used, and among them are ESL books such as the Edison-Wesley ESL, Hampton-Brown's English At Your Command, and the New Oxford Picture Dictionary, as well as content area materials such as Continental Press's Finish Line Math and the Curriculum Associates' Strategies to Achieve Mathematics Success. Other materials include big books and books and articles of literature, sciences and social studies.

Professional development will be provided by the ESL teacher, the math and literacy coaches in joint efforts to new teachers, topics including second language acquisition theory and practice, ESL standards, curriculum, assessment, instructional strategies, and parental involvement.

In conclusion, the school's LAP is an on-going process which requires modification and refinement from time to time, reflecting the changing student needs and the DOE demands. However, the school leadership and teachers will work together closely and make sure that the children will get the best education as they can.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 223 Lyndon B. Johnson					
District:	27	DBN:	27Q223	School		342700010223

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	35	31	35		93.1	93.1	92.8
Kindergarten	108	87	117				
Grade 1	109	113	92	Student Stability - % of Enrollment:			
Grade 2	114	106	116	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	91	125	112		89.0	88.1	90.8
Grade 4	108	95	134	Poverty Rate - % of Enrollment:			
Grade 5	125	107	93	(As of October 31)	2008-09	2009-10	2010-11
Grade 6	0	0	0		70.5	86.0	87.1
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 9	0	0	0		9	20	48
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 12	0	0	0		1	0	0
Ungraded	9	9	9				
Total	699	673	708				

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	56	39	36	Principal Suspensions	0	2	4
# in Collaborative Team Teaching (CTT) Classes	12	10	16	Superintendent Suspensions	2	5	4
Number all others	39	24	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	58	62	62
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	14	8
# receiving ESL services only	30	17	TBD				
# ELLs with IEPs	3	3	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	6	4	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.2
				% more than 2 years teaching in this school	84.5	77.4	91.9
				% more than 5 years teaching anywhere	69.0	69.4	82.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	90.0	91.9
American Indian or Alaska Native	1.0	1.0	2.4	% core classes taught by "highly qualified" teachers	98.7	98.8	98.7
Black or African American	73.0	71.8	72.7				
Hispanic or Latino	11.2	11.7	14.1				
Asian or Native Hawaiian/Other Pacific	9.9	9.8	8.3				
White	1.3	1.3	1.0				
Male	50.4	49.0	50.6				
Female	49.6	51.0	49.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

	<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	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	-	-				
Multiracial	-	-	-			
Students with Disabilities	vsh	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			NR	
Overall Score:	40.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	5.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	6.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	28.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

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

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

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

**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 531	District 27	School Number 223	School Name Lyndon B. Johnson
Principal Deborah Otto		Assistant Principal type here	
Coach Deborah Schall		Coach type here	
Teacher/Subject Area Jian Shi/ESL		Guidance Counselor Carman Chambers	
Teacher/Subject Area (Michelle Ford/Testing)		Parent Jasmin Pichizaca	
Teacher/Subject Area (Denise Brown/Science)		Parent Coordinator DianeThomas	
Related Service Provider (Najelah Belizaire/SETTS)		Other type here	
Network Leader Joseph Blaize		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	671	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	3.73%
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Part II: ELL Identification Process

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

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

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

Paste response to questions 1-6 here

1. Potential ELLs are identified via the Home Language Identification Survey (HLIS). At registration, parents will receive and complete the HLIS forms in proper bilingual versions. Informal interviews will be conducted under proper circumstances by bilingual pedagogues to determine if the incoming students need language support services. Bilingual-speaking teachers include Fatima Iglesias for Spanish, Jian Shi for Chinese, and Najelah Belizaire for Haitian Creole, for example. Based upon the parental responses, the certified ESL teacher or bilingual coordinator will determine test eligibility for the new student by completing the school section on the HLIS form, and administer the Language Assessment Battery-Revised (LAB-R) thereafter.

All the ELLs will be evaluated annually by taking the New York State English as a Second Language Achievement Test (NYSESLAT). To ensure its success, the school will notify the parents, prepare the students, set a testing schedule, secure a proper testing location, and form a scoring team.

2. Parents will receive all the necessary information and make choices for their children. Parent orientation is conducted by the ESL teacher and the parent coordinator for parents of new ELLs with parents' guide, video demo, program selection forms, etc. The workshop will be run with bilingual support and all materials in bilingual forms made available for parents. Parents will make their own decisions on the choice of Bilingual Transitional Education, Dual Language or Freestanding ESL. A timeline of the orientation workshops includes two in September, and one in October, followed by other ones whenever newcomers arrive.

3. To assure parent rights, the school will send parents entitlement letters and Parent Survey and Selection forms in bilingual versions. The returned forms will be placed in the students' record folders. Parents not returning the forms will be contacted by calls and with the help of homeroom teachers. ELLs without the completed forms returned will be placed in bilingual transitional programs by default.

4. ELLs tested eligible for the bilingual/ESL service are placed in the program within ten days of admission, with reference to parents' choices and options. The placement will be the result of close consultation and communication with parents after all proper notices, calls, meetings, and orientations. And these activities will be conducted with ready bilingual assistance.

5. A review of completed Parent Survey and Program Selection forms reveals the trend that the majority of parents have opted for the ESL program instead of bilingual programs, which are not available at the site. In the last three years, only one parent opted for Transitional Bilingual Program and then rejected the transfer option.

6. The program model in existence at the school is fully aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 19	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 25
Total	<input type="checkbox"/> 19	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 25

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

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	5	4	2	1	1								17
Chinese				1										1
Russian														0
Bengali														0
Urdu		1				1								2
Arabic														0
Haitian	1				1									2
French				1										1
Korean														0
Punjabi				2										2
Polish														0
Albanian														0
Other														0
TOTAL	5	6	4	6	2	2	0	25						

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 here

1. A) A pull-out ESL model is adopted.
B) ELLs of mixed levels are grouped from adjacent grades, such as k -G1 and G2 - G3.
2. For the existing ESL program, beginning and intermediate level students receive 360 minutes of ESL instruction weekly as

required under CR Part 154, while advanced ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA per week.

3. Content areas in math, science, and social studies are covered with ESL methodologies such as scaffolding. For examples, Spanish materials in math and social studies were purchased. Bilingual dictionaries are provided. Instruction will include hand-on activities, visual aids, cooperative work, test preparation, and individual tutoring. One scaffolding approach for teaching new-comers content area is to use bilingual glossaries for math, science, and social studies developed by professional institutions.

4. Differentiated instruction will take place for ELL subgroups:

A) Among the ELLs, no SIFE students have been identified. In the case of future ones, enhanced instruction in needed areas, and remedial support will be provided. An example will be to provide additional school and after-school sessions.

B) For the newcomers (less than three years), we will provide intensive and extensive ESL instruction, using various graded materials, multi-disciplinary books, technologies, and ESL methodologies. For the past three years after-school ESL programs were provided to help the ELLs prepare for State tests. And this year the school will continue the support. For technologies, purchased online learning sites such as Study Island will expand to all grades and cover all content areas. Six computers with internet access have been set up for the ELLs and free online learning sites such as Starfall.com and Math.com may provide abundant interactive activities for the newcomers.

C) With ELLs receiving service 4-6 years, we will focus on their needed area. In most cases, ELLs receive an extension of service, being unable to meet the reading and writing criteria. Hence differentiated instruction with remedial and reinforcing exercises will be provided. Examples of strategies and activities include the use of graphic organizers for reading and writing, vocabulary development, standards-driven writing portfolios, and test prep. An after-school program is also in place to address some of the ELLs' needs.

D) Currently there are no Long Term ELLs. In the case of future ones, the same kind of strategies and methods targeting at special needs will be provided as above.

E) ELLs with special needs will receive different help. Our plan is to help them meet higher expectations using different methods and materials so that the students will build stamina in work and stayed motivated and focused. For example, interactive computer-assisted work has proven quite effective for them. Some of the interactive software includes Daily Reader Series by Weekly Reader Corporation, Living Books Series by Randon House/Broderbund Company, Soliloquy Reading Assistant, and other math and science CDs.

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.

NLA Usage/Support	TBE
-------------------	-----



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

5. ELLs identified for needs in ELA, math and other areas may receive intervention service by AIS teachers, special tutoring, and after-school and Saturday instruction. The AIS program uses Wilson, Foundations, Core Knowledge Reading Pilot Program, Everyday Mathematics, Coach and Kaplan Programs. Some of the ELLs may receive speech service, physical therapy, guidance counseling, and help with the psychologists. Native languages may be used for best results in the above work.

6. With the ELLs reaching proficiency on the NYSESLAT, we will keep maintenance by providing after-school programs, and occasionally arranging for tutoring as needs arise. These students will receive the same test accommodations as current ELLs on the State tests for two years after attaining proficiency on the NYSESLAT.
7. Comic Life for Writing and Learn 360 will be added to instruction this year. Study Island will expand to all grades.
8. No program/services for ELLs will be discontinued in sight.
9. All ELLs are afforded equal access to all school programs. For examples, some ELLs attended the Outside of School Time program (OST), the after-school dance program, and the tennis program. An after-school ESL program was run for the ELLs and former ELLs. Computers were purchased for the ELL program, and the ELLs have access to all new technologies.
10. A variety of instructional materials including text books, readers, teacher-made materials have been used, and among them are ESL books such as Addison-Wesley ESL and Pearson's Backpacks, content area materials such as Continental Press's Finish Line Math and the Curriculum Associates' Strategies to Achieve Mathematics Success, bilingual content area materials such as books in Spanish math and social studies. Additional examples include big books, readers, bilingual picture dictionaries, and on-line learning sites such as Study Island and Starfall.com.
11. Native language support is made available for the ELLs with bilingual materials, dictionaries, and content glossaries. ELLs with common languages are also paired for cooperative learning.
12. Instructional support and resources are tailored to needs of ELLs at different age and grade levels.
13. The new ELLs receive a tour of the school with attention to key locations such as restrooms, health rooms, cafeteria, library, and the dismissal sites. They are introduced to their teachers for proper seating. Basic words and signs will be posted and explained with bilingual help.
14. Currently no foreign language courses are offered at the site.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Staff development will be provided for all ELL personnel through contracted specialists, internal and external ESL workshops. Topics will include regulations and mandates regarding services for the ELLs, cultural awareness, LAB-R and NYSESLAT, ESL methodologies and materials, helping ELLS in the content areas, standards and State tests, parental involvement, translations, and technologies, etc.

2. Through the school guidance counselors, the ELL personnel will be informed of the program choices and operational differences at the middle schools, and help the graduating ELLs select suitable schools and programs, overcome fears, and prepare for the unknown.
3. The 7.5 hours of ELL training will be provided by the ESL/bilingual teacher, the math and literacy coaches, and other professionals to all school staff, topics including second language acquisition and practice, ESL standards, content areas, curriculum and assessment, instructional strategies besides the topics mentioned above. In the past year 7.5 hours of ESL training was successfully delivered.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. All school-wide parent activities will involve parents of ELLs. Parents are given orientation workshops at the beginning of the school year. Notices/letters are sent out in bilingual versions. Special orientation workshops are given to parents of new ELLs. Bilingual signs are posted outside of the main office in the lobby.
2. The school does partner with community-based organizations to provide service to the ELL parents. For example. The Outside of School Time program (OST) provides bilingual instruction and help to ELL parents when they enroll their children in the program.
3. The school evaluates the needs of the parents through surveys and all kinds of correspondences.
4. The school addresses the needs of parents by offering workshops and conferences. For example, workshops on how to help ELLS at home were conducted for the ELL parents in the year, as well as thirty hours of adult ESL.

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)	4	2	1	2		2								11
Intermediate(I)		3	1											4
Advanced (A)	1			4	1									6
Total	5	5	2	6	1	2	0	0	0	0	0	0	0	21

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

	P	1	1	2	2	2								
READING/ WRITING	B	4	2	1	2		2							
	I		3	1										
	A	1			3	1								
	P		1	2	1	1								

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

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

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

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

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

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

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

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

Paste response to questions 1-6 here

1. The school uses different means to assess the early literacy skills of ELLs, such as ELAS-2. The data indicates that two-thirds of the ELLs have difficulty with phonics, as well as listening and writing. The data correlates with the levels of ELLs. With very limited English and dominating first languages, the new comers tend to perform very poorly. The data imply that differentiated instruction is needed to help the new ELLs build a basic set of words and concepts which can serve as the background for building literacy skills.
2. On the Last NYSESLAT, 10/25 of the ELLs attained the advanced and proficiency levels, and 4/25 the intermediate level. 11/25 of the ELLs scored at the beginning level. The proficiency levels are tied to the years of service. The ten beginners are new comers from other countries, and one beginner receives special education. Not including this student, the ELLs with two years of service or more tend to perform the best. They scored either at the advanced or proficiency level. Reading and writing needs to be strengthened by having students write on a daily basis.
3. The patterns across NYSESLAT modalities indicate that the ELLs tend to outperform in listening and speaking, followed by reading and writing. Students with a year of service or so display this pattern more articulately. The patterns also show that it takes longer to master reading and writing. In order to help the ELLs achieve overall proficiency, more emphasis needs to be placed on reading and writing. To achieve that goal, the school will run an after-school program for the ELLs.
4. The ELLs have made good improvement in different areas:
 - A) Six ELLs took the State ELA and ten ELLs took the State math test. On the ELA, one scored level 4, three scored 3, and 2 scored level 2, at an average 67 percent passing rate; on the math test, three scored level 4, three scored level three, two scored level 2, and one scored level 1, at an average 60 percent passing rate. The two 5th grade newcomers took the math tests with native language translations, without which they would have scored level 1.
 - B) The school leadership and teachers review all the assessment data and plan differentiated instruction accordingly.
 - C) The ELL Periodic Assessments reveal the need of ELLs to receive more individualized help. Some students need to develop the academic language for grasping concepts and solving problems. Others need more reinforcing exercises because their parents may not be able to give the support at home. The school kept an after-school program to help the ELLs with reading and math, and also bought bilingual materials for the newcomers.
5. There are currently no dual language programs.
6. The success of the ELLs depends on many factors. On the part of the school, we have made the best efforts to help our ELLs learn. Comparing the results of the ELLs with those of the non-ELLs, the ELLs made remarkable achievements.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		