



**P.S. 225 SEASIDE**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 225 SEASIDE**  
**ADDRESS: 190 BEACH 110TH STREET**  
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**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/ronlyres/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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Tammy Holloway	Principal	
Susie Juszczak	UFT Chapter Leader	

\* 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.

#### **Mission Statement**

Our goal is to educate all of our children to their maximum potential in a nurturing and caring environment. We celebrate our unique differences while focusing on the development of academic skill, creativity, responsibility, and citizenship including cognitive, creative and social growth. The Seaside School (P.S./M.S. 225Q) functions as a team of teachers, staff members, parents, students and administrators. By cooperatively working together, we make a difference.

#### **School description**

The Seaside School is located on the Rockaway Peninsula approximately 1500 feet north of the Rockaway Beach Boardwalk and 2500 feet north of the Atlantic Ocean. We are a part of District 27 and a member of the Children First Network 309.

The school presently accommodates 100 children in grades 5 and 8. We have five (5) general education classes and one (1) self-contained special education class. Currently, the school's overall attendance rate for the 2010-2011 school year as of October 2010 is 95.1%.

The administration of Seaside School consists of a principal and one assistant principal. We have a guidance counselor, a dean, an attendance teacher, support service providers and twelve (12) classroom teachers.

We have a fully departmentalized middle school with licensed subject area teachers. Within each middle school English language arts and Mathematics class, we have taken a collaborative team teaching approach to instructional delivery. In this way, we provide push-in support for our ESL, special needs, and struggling general education students. Our faculty members serve as advisors to our seniors and meet with them weekly to discuss issues affecting teenagers like mastering study skills, gang awareness, drug prevention, peer pressure, and harassment. Also our advisory teams train students to hold student led parent-teacher conferences as well as construct service learning projects.

This year we have immersed ourselves in the arts. All of our students are taking a visual arts course from October to December. Our 5<sup>th</sup> grade students are learning to paint landscapes and self-portraits, while our 8<sup>th</sup> graders are learning to master digital photography. Additionally, our 8<sup>th</sup> graders are taking ballroom dancing this winter. Our 5<sup>th</sup> graders will take part in the dancing program in the spring. Also in the spring, we will introduce our students to the world of theater.

To further support our students' need for expression, we have developed a Student Government and School Newsletter committee. Our student government delegates represent their classes in school wide votes and design student activities such as our monthly spirit days and student conferences. Our

newsletter committee is student led and reports on school events like the formation of our co-ed basketball team, the Dolphins.

Our new science lab, existing computer lab, Smart Boards and laptop carts ensure that our students are getting opportunities to interact with technology and hands-on experimentation.

Furthermore, to provide enrichment and support to our higher performing students, we created regents preparation class that is held after school Mondays through Wednesday. During that time, our teachers provide instruction for the Integrated Algebra regents and the Living Environment regents.

## SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 225 Seaside								
<b>District:</b>	27	<b>DBN #:</b>	27Q225	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	36	36	0		87.1	90.7	TBD		
Kindergarten	51	54	0						
Grade 1	58	46	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	48	66	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	68	53	0		87.7	92.00	TBD		
Grade 4	61	63	46						
Grade 5	69	60	65	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	63	59	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	82	60	59		65.6	63.3	84.3		
Grade 8	94	83	62						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		13	17	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Total	630	580	232	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					5	2	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	42	39	20	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	13	14	4	Superintendent Suspensions	37	42	TBD		
Number all others	36	33	12						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual	0	0	0	0					
				0					

Classes							
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	68	57	29	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	2	3	Number of Teachers	58	60	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	12	TBD
				Number of Educational Paraprofessionals	1	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	3	TBD	% fully licensed & permanently assigned to this school	98.3	93.3	TBD
				% more than 2 years teaching in this school	70.7	73.3	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	37.9	33.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	79	80	TBD
American Indian or Alaska Native	1	1	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.4	98.3	TBD
Black or African American	42.7	42.8	47.8				
Hispanic or Latino	36.8	38.6	35.3				
Asian or Native Hawaiian/Other Pacific Isl.	2.5	1.9	2.6				
White	17	15.3	12.5				
Multi-racial							
<b>Male</b>	54.6	52.9	55.6				
<b>Female</b>	45.4	47.1	44.4				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			

Science:	Y	Graduation Rate:						
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>								
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>				
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target	
<b>All Students</b>	√	√	√					
<b>Ethnicity</b>								
American Indian or Alaska Native	-	-	-					
Black or African American	√	√						
Hispanic or Latino	√	√						
Asian or Native Hawaiian/Other Pacific Islander	-	-	-					
White	√	√	-					
Multiracial	-	-						
Students with Disabilities	Ysh	√	-					
Limited English Proficient	√	√	-					
Economically Disadvantaged	√	√						
<b>Student groups making AYP in each subject</b>	7	7	1					
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>								
<b>Progress Report Results - 2008-09</b>				<b>Quality Review Results - 2008-09</b>				
<b>Overall Letter Grade</b>	NR	<b>Overall Evaluation:</b>						
<b>Overall Score</b>	NR	<b>Quality Statement Scores:</b>						
<b>Category Scores:</b>				Quality Statement 1: Gather Data				
School Environment (Comprises 15% of the Overall Score)	NR				Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)	NR				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)	NR				Quality Statement 4: Align Capacity Building to Goals			
Additional Credit	NR				Quality Statement 5: Monitor and Revise			
<b>Key: AYP Status</b>				<b>Key: Quality Review Score</b>				
√ = Made AYP				Δ = Underdeveloped				
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features				
X = Did Not Make AYP				√ = Proficient				
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed				
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding				
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.								
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.								
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>								

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Received extra credit for closing the achievement gap for the following subgroups:

Hispanic Students in the Lowest Third

40% of our students in the lowest third made at least one year's progress

41% of the students school wide made at least one year's progress

Our females dropped 33.8% in Levels III and IV

Our males dropped 33% in Levels III and IV

Our African American students dropped 38% in Levels III and IV

Our Hispanic students dropped 32% in Levels III and IV

Our white students dropped 17% in Levels III and IV

We need to redouble our efforts to close the achievement gaps due to the more rigorous state standards especially with our African American students since they had the most drastic drop in one year.

Based on our Beginning of the Year Inventory's given to all students

38% of the fifth grade is reading on or above grade level using Fountas and Pinnell

34% of the eighth grade is reading on grade level using Fountas and Pinnell

46% of the eighth grade scored on or above the average measuring mastery of reading skills.

38% of the fifth grade is writing on or above grade level using 6+1 Traits of writing.

Mathematics

Received extra credit for closing the achievement gap for the following subgroup

Lowest Third Citywide

50% of our students made at least one year's progress

of our students performed at or above grade level

Our African American students dropped 25% in Levels III and IV

Our Hispanic students dropped 24% in Levels III and IV

Our White students dropped 11% in Levels III and IV

Again, we need to redouble our efforts to close the achievement gaps due to the more rigorous state standards especially with our African American students since they had the most drastic drop in one year.

Based on our Beginning of the Year Inventory's given to all students:

Social Studies

75% of the fifth grade scored in level III and IV

We plan on giving the students many opportunities throughout the school year to experience real life situations through trips and on site visits connected to curriculum.

Based on our Beginning of the Year Inventory's given to all students:

Our attendance rate has increased from 94% in June to 97% as of October 2010.  
Our suspension rate has decreased by 80% over the past 5 years.

b. *Qualitative*

We work collaboratively to set goals and provide professional development opportunities for our staff.

As a school targeted for phase out by 2011, we work collaboratively with the two other schools at our campus.

The Arts

Currently we have two art residencies for the students to participate in. Our fifth and eighth graders will be involved in Ballroom dancing as well as Visual arts with Rockaway Art Alliance. They will be working with digital photography, sculptures and painting on canvas.

We also ensure that student artwork is celebrated and displayed in our school and at local and regional exhibitions.

We plan cultural trips for our students so that they can anchor their learning in real world, observable experience.

Challenges

Test Scores: Due to the rigorous standards set by the state, we have more students last year scoring Level I and II's than we have in the past two years in both ELA and Math. We need to address the student's needs through extra support by the teachers as well as implementing a program to close the gap in their success.

Qualitative

Parent Involvement

OFYA to address this issue.

Staffing

Professional Development

Through our efforts with the CFN and outside vendors, we are making every effort to ensure that all staff members attend multiple professional developments on a variety of topics to make them marketable at the end of their careers here. We plan on having many in house professional development opportunities offered by the administration as well as vendors to better the quality of instruction given to the students on a daily basis.

Transportation

Distance and transportation also impact parent involvement.

## 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.

<b>Annual Goal</b>	<b>Short Description</b>
<input type="checkbox"/> During the 2010-2011 school year, students will be engaged in a year round arts program. The school will collaborate with local cultural institutions to bring dance, visual arts, and theater experiences to the students of the Seaside School. The increase in engagement will be measured by an increase in the average hours of arts instruction per student on the 2010-2011 Annual Arts Survey and Learning Environment Survey.	<input type="checkbox"/> The Arts
<input type="checkbox"/> By June 2011, 30% of out eighth grade students will participate in an academic enrichment class and take the Integrated Algebra exam. We will progress monitored their performance using the Integrated Algebra Predictive as a benchmark assessment.	<input type="checkbox"/> Enrichment opportunities
<input type="checkbox"/> By June 2011, the number of all students performing at the promotional level will increase by 5% as measured by their achievement level on the NYS ELA exam.	<input type="checkbox"/> English Language Arts
<input type="checkbox"/> By June 2011, we will improve the quality of our practice by increasing the number of teachers involved in professional development by having all instructional staff members attend a minimum of three (3) professional development workshops to improve our delivery of instruction with a focus on new common core standards, technology, and accomodating ELL students in the general education environment.	<input type="checkbox"/> Professional development
<input type="checkbox"/> By June 2011, we will improve our students' performance in the Number Sense and Operation Strand by 5% as measured by the Instructionally Targeted Assessments (ITA), Predictive exam, schoolwide assessments and the NYS Mathematics exam.	<input type="checkbox"/> Mathematics



## 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**

**Goal #1**

(where relevant) :

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> During the 2010-2011 school year, students will be engaged in a year round arts program. The school will collaborate with local cultural institutions to bring dance, visual arts, and theater experiences to the students of the Seaside School. The increase in engagement will be measured by an increase in the average hours of arts instruction per student on the 2010-2011 Annual Arts Survey and Learning Environment Survey.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p style="padding-left: 40px;">Implementation of a 10 week, 20 session ballroom dancing course for both the 5<sup>th</sup> and 8<sup>th</sup> grade students. Implementation of visual arts workshops. Implementation of theater arts workshops. Reinstitute the Senior Night on Broadway Program. Provide opportunities for teachers to attend professional development workshops on integrating the arts in the classroom. Align trips to cultural institutions to the curriculum.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>TL FSF: teacher's salary</p> <p>TL: per diem, per session</p>

	Title I SWP: artists in residence
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Students will participate in a dance production at the completion of their workshops. Students will provide feedback through winter and spring surveys about their involvement in arts programs. Students will produce reflective work displays after visits to cultural institutions. Students will create artwork for display in the school and take part in a school-wide art exhibit. Students will participate in a theatrical performance.  <input type="checkbox"/>

**Subject Area**  
(where relevant) :

**Goal #2**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 30% of out eighth grade students will participate in an academic enrichment class and take the Integrated Algebra exam. We will progress monitored their performance using the Integrated Algebra Predictive as a benchmark assessment.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>▪ Provide mandated extended day instruction from September 2010 to May 2011.</li> <li>▪ Provide intensive professional development in data analysis, grouping students, differentiation of instruction and setting goals.</li> <li>▪ Provide meaningful feedback through the observation process and individual meetings.</li> </ul>

	<p>Middle School math teachers and students.</p> <p>Responsible Staff:</p> <ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Classroom teachers</li> <li>▪ AIS Providers</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>▪ Per diem for substitutes</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Chapter assessments will indicate that 45% of the targeted population is demonstrating mastery.</p> <p>Feedback on professional development</p> <p>Collaborative meetings</p> <p>Increased performance on the Middle of Year assessment</p> <p>Debriefing sessions after site visits</p> <p>Informal and formal classroom observations will indicate differentiation of instruction to meet the needs of students struggling to meet readiness.</p> <p>An observed adherence to the curricular pacing.</p>

**Subject Area**  
(where relevant) :

**Goal #3**

\_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific,</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, the number of all students performing at the promotional level will increase by</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>5% as measured by their achievement level on the NYS ELA exam.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Continue to use the balanced literacy approach to teaching reading.  Continue to employ licensed literacy teachers.  Analyze interim assessments to make data-driven decisions to focus on this target population.  Provide extended day small group instruction for those students within this subgroup who failed to meet promotional criteria by June of 2010.  Continue incorporating differentiated instruction to meet the specific needs of this subgroup.  Conduct reading interest surveys to math students to books on their interest level.  Provide push-in assistance during the literacy block to provide additional assistance to this targeted population.  Continue to utilize the services of the SETTS teacher to provide support for those students with IEPs.  Provide on-going professional development both in school and off-site.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>▪ Title I: Supervisor professional development</li> <li>▪ CFE: reduce class size</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Utilize the Teacher's College Quick Reading Assessment to monitor the Fountas and Pinnell reading levels of students four times a year.</li> <li>• Regularly review lesson plans to insure a differentiated approach to teaching literacy.</li> <li>• Informal and formal observations coupled with walkthroughs to monitor a focus on this targeted group.</li> <li>• Review the ITAs and the Predictive assessments to progress monitor students to show a 5% increase in reading comprehension.</li> </ul>

	<ul style="list-style-type: none"> <li>• Review the results of the STARS exams given every three weeks to monitor reading comprehension and adjust instructional approach to address the needs of this subgroup.</li> <li>• Monitor the integration of professional development and intervisitations into classroom instruction.</li> </ul>
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**Subject Area**  
(where relevant) :

**Goal #4**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, we will improve the quality of our practice by increasing the number of teachers involved in professional development by having all instructional staff members attend a minimum of three (3) professional development workshops to improve our delivery of instruction with a focus on new common core standards, technology, and accomodating ELL students in the general education environment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Survey the staff to determine the topics of interests for professional development. Contact Periodic Assessment to provide training on the use of ARIS and Acuity for our new staff members. Assign staff members to attend monthly professional development workshops provided by our Children’s First Network 309. Plan faculty and grade conferences with data and PD needs in mind so that 60% of the time is spent addressing data and the planning of instruction. Consult with the CFN provide training to the content area teachers on integrating technology into their instruction. Hire outside vendors such as Techipment, Inc. and eChalk to train our teachers to use SmartBoard and the schoolwebsite. Hire an ESL consultant to train our teachers in using strategies to provide support for our English language learners in a general education classroom. Use the administrative staff to design professional development in-house that addresses our students’ needs as determined by assessments held in school, the city and the</p>

	<p>state of New York.</p> <p>Target Population: All pedagogical staff members (teachers, support staff, and administration)</p> <p>Responsible Staff members: Administration CFN</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title I SWP: professional development TL: per diem coverages; per session; traveling expenses TL FSF: teacher salaries; administrative salaries</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Schedule of staff PD sessions will reflect that each teacher has attended at least three (3) workshops. Teachers will receive certificates of completion for programs delivered by outside agencies such as Technique. Teachers will conduct workshops with their peers to turn key information attained during trainings. Lesson plans will show incorporation of new teaching techniques</p>

**Subject Area**  
**(where relevant) :**

**Goal #5**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> By June 2011, we will improve our students' performance in the Number Sense and Operation Strand by 5% as measured by the Instructionally Targeted Assessments (ITA), Predictive exam, schoolwide assessments and the NYS Mathematics exam.</p>
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<i>Time-bound.</i>	
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <p>Use the extended program to focus on understanding numbers, operations, relationships between numbers, and estimates.  Continue to use the Everyday Math and Impact Math program  Use the Problem of the day to focus on problem solving strand to build competency in working with algebraic expressions.  Increased requirement for students to use accurate mathematical communication to express their understanding of numerical relationships.  Reinstitution of the family monthly math challenge.  School math instructors for weekly AIS periods  Provide push-in support during the middle school math block.  Continue to utilize the services of the SETTS teacher to provide support for those students with IEPs.  Provide on-going professional development both in school and off-site.</p>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <p>Title I: professional development; per session; consultants</p>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <p>Review lesson plans to insure a focus on the Number Strand.  Regular data meetings with the math teachers to review the results of unit assessments, citywide interim assessments and predictive exams.  Informal/formal observations and walkthroughs to increase focus on this strand.  A 3% increase on performance on the Number Strand on the second ITA assessment.  An increased observable use of communication discuss the relationship between numbers as monitored in November, February, April, and June.</p>



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5	15	12	7	7	2			
6								
7								
8	12	22	10	10	7			
9								
10								
11								
12								

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

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

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p><input type="checkbox"/></p> <p>AIS for 5th and 8th grade is provided using a push in/pull out model. Classroom teachers, certified MS ELA teachers, cluster teachers, an ESL teacher, a SETSS teacher, and the school librarian provide literacy instruction. Grouping is flexible, ongoing and determined by 2010 NYS ELA performance, BOY assessments, skills assessments and periodic assessments. Students who are found in need of a phonics rich program are provided with Wilson Reading Program on a pull out basis.</p> <p><input type="checkbox"/> <input type="checkbox"/> Principal and Assistant Principal have a strong background in literacy and provide ongoing instructional support.</p> <p>Extended Day students are grouped by needs assessment.</p>
<b>Mathematics:</b>	<p><input type="checkbox"/> <input type="checkbox"/> Math intervention for grades 5 and 8 is provided on a push in/pull out model determined by skill need. Classroom teacher, certified MS math teacher, certified special needs teacher. Groups are flexible and ongoing developed with anylisis of 2010 state exams, BOY assessments, interim assessments and skills assessments.</p> <p>Parallel teaching occurs in the 8th grade with a special needs teacher working with students requiring AIS in small group or one on one. Programs and materials used are: Impact math course III, Quick Review Handbook, Everyday math, Math Steps, and trade games.</p>
<b>Science:</b>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p>Full time science cluster for middle school grade.</p> <p>Ongoing professional development for cluster and classroom teachers.</p> <p>Co-teaching model for self-contained special education class and fifth grade classrooms to assist with hands-on experimentation.</p> <p>Certified MS science teacher and Librarian provide assistance and support for Exit Project development.</p> <p>Enrichment students receive small group instruction after school in preparation for the Living Environment Regents held in June as well as for the NYS Intermediate Science-Grade 8 Performance Test.</p>

<b>Social Studies:</b>	<input type="checkbox"/> <input type="checkbox"/> Full time social studies teacher for middle schools Integration into regular classroom setting Co-teaching model for self-contained special education class and the fifth grade classes to assist with projects and incorporation of trade books. Full time certified MS Social studies teacher is supported by the librarian to provide support in writing exit projects. Differentiated approach to meet the needs of our ESL and IEP students during the course of guided practice activities.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The guidance counselor is an integral part of the behavior intervention team. In addition to mandated services, guidance provides at risk intervention for conflict resolution, suicide prevention, and all child welfare issues. Guidance also proactively addresses students to prevent conflict.  Counselor works collaboratively with full-time Dean to address conflicts.  The guidance counselor in collaboration with the Dean creates the pacing calendar for all middle school advisory groups, which train our students to address issues of scholastics as well as social and emotional development.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> The school psychologist actively participates with behavioral issues. He also assists in crisis evaluation and helps to make a determination if EMS needs to be called. He sits on the Pupil Personnel team and provides input for academic and behavioral needs of students.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> The social worker provides parent outreach when needed and conducts family history interviews when needed.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Full time DOE nurse Selected staff trained in CPR/AED

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **OPCL § 154** in the manner 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.

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

**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

**PART II: ELL Identification Process**

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 approved 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The revised Title III plan is described in Section IV below.

**Section I. Student and School Information**

2. Structures to ensure that parents understand program choice

Each parent of a newly admitted ELL student will attend a workshop arranged by Yvonne Hall (the parent coordinator) and the ESL teacher.

**Grade Level(s)**

At the workshop the parents will be shown a video in their native language describing their entitlement options. Their options will be explained to them. If a parent cannot attend the scheduled workshop, they will meet with the ESL teacher at another mutually convenient time.

**Number of Students to be Served:**

**LEP 8**

**Non-LEP N/A**

Within the first two weeks of school, Jacob Wasserman (ESL teacher) distributes to the parents appropriate forms in sealed envelopes. These forms are sent to the student's home. Yvonne Hall (parent coordinator) facilitates form collection and follows up with parents who have not returned the forms. When the forms are returned, they are placed in the student's cumulative record folder.

**Number of Teachers 14**

**Other Staff (Specify) N/A**

**School Building Instructional Program/Professional Development Overview**

4. Criteria and procedure for placement

Eligibility is determined by HES and the oral interview. For those students who meet eligibility requirements, the LAB-R test is administered by the ESL teacher. For students who qualify for services, final placement is determined by parent choice. In the event that

our school is unable to provide the service the parent requests (e.g. a Dual Language program) the parent is given the option of attending another school with that program. The parent will also be informed that if his/her child remains in PS/MS 225 and fifteen (15) or more students who speak the same language and are in the same or adjacent grades are enrolled in the school the parent can request another program (e.g. Dual Language or Transitional Bilingual) the school will comply and create the requested program.

#### 5. Trend in program choices

PS/MS 225 does not have any requests for additional programs in the last four (4) years.

#### 6. Alignment of program models

Since there has been no evidence that parents want a different program, the present ESL program is satisfying our parents' needs. The ESL teacher and parent coordinator will continue to solicit parents' input and will respond accordingly to parent's needs.

### PART II: ELL Identification Process

#### 1. Steps followed for initial identification of potential ELLs

A newly admitted student will be given a Home Language Identification Survey (HLIS) by either Barbara Prior (school secretary) or Aralis Adames (attendance teacher). The ESL teacher, Jacob Wasserman, will conduct the informal interview in English. Aralis Sanchez will conduct Spanish interviews. Free Translation.com, area resources and the NYC Department of Education translation service will be used for other languages. Jacob Wasserman (ESL teacher) will administer the LAB-R and the initial assessment. All ELL students will be evaluated annually using the NYSESLAT. Jacob Wasserman will administer this test and coordinate efforts with school administration.

#### 2. Structures to ensure that parents understand program choice

Each parent of a newly admitted ELL student will attend a workshop arranged by Yvonne Hall (the parent coordinator) and the ESL teacher. At the workshop the parents will be shown a video in their native language describing their entitlement options. Their options will be explained to them. If a parent cannot attend the scheduled workshop, they will meet with the ESL teacher at another mutually convenient time.

#### 3. Distribution and Return of Forms

Within the first two weeks of school, Jacob Wasserman (ESL teacher) distributes to the parents appropriate forms in sealed envelopes. These forms are sent to the student's home. Yvonne Hall (parent coordinator) facilitates form collection and follows up with parents who have not returned the forms. When the forms are returned, they are placed in the student's cumulative record folder.

#### 4. Criteria and procedure for placement

Eligibility is determined by HLIS, and the oral interview. For those students who meet eligibility requirements, the LAB-R test is administered by Jacob Wasserman(ESL) teacher. For students who qualify for services, final placement is determined by parent choice. In the event that our school is unable to provide the service the parent requests (e.g. a Dual Language program) the parent is given the option of attending another school with that program. The parent will also be informed that if his/her child remains in PS/MS 225 and fifteen (15) or more students who speak the same language and are in the same or adjacent grades are enrolled in the school the parent can request another program (e.g. Dual Language or Transitional Bilingual) the school will comply and create the requested program.

#### 5. Trend in program choices

PS/MS 225 does not have any requests for additional programs in the last four (4)years.

#### 6.Alignment of program models

Since there has been no evidence that parents want a different program, the present ESL program is satisfying our parents' needs. The ESL teacher and parent coordinator will continue to solicit parents' input and will respond accordingly to parent's needs.

### Part IV: ELL Programming

#### Program and Schedule Information

##### 1. Delivery of Instruction

###### a. Organizational model

The school has several organizational models that effect our ELL students. Our general and special education classes are self- contained. Middle school classes are departmentalized. The ESL teacher provides both pull-out and push-in instruction. In the push-in model the ESL teacher and classroom teacher deiliver instuction. In the pull-out model the ESL teacher takes the students out of the classroom and teaches the students in another venue.

###### b. Program Model (s)

Classes in all grades remain in their classroom for the majority of the instructional day. Teachers in grade 8 move from class to class. The fifth grade ELLs are divided into two general education and one self-contained special education class.

. All general education classes are heterogeniosly grouped by ability. This model has demonstrated success for the students in the past.

##### 2. Mandated number of minutes

The ESL teacher pulls out and pushes in students according to the number of minutes that are required. Students are given supplemental instruction when pulled-out of class or when the ESL teacher pushes-into class.

##### 3. Content Area Instruction

Content vocabulary is a major focal point of our ESL instruction. Specific vocabulary is reviewed in conjunction with the classroom teachers using a variety of instructional strategies such as context clues and visual aids.

#### 4. Differentiation of Instruction

- a) SIFE Students: students are given an informal assessment to evaluate their basic skill, and knowledge of English. By asking relevant parties such as parents and the students themselves, the ESL teacher will try to determine at what level did the student attend classes and or what years of formal education were missed in their native country. This will enable the ESL teacher as well as the general education teacher to establish an individualized program of study to assist The SIFE student.
- b) The primary focus with Newcomers ELLs is to help these students adapt to their environment. These students need to feel safe in the classroom and the school. Vocabulary and content area subject matter is also a focus. Glossaries in the ELL's native language are provided to facilitate vocabulary understanding. Instruction is based on student deficiencies as demonstrated by standardized and informal tests.
- c) ELLs who have received 4-6 years of service usually are advanced or proficient in speaking and listening, but need improvement in reading and writing skills. Instructional techniques include the use of graphic organizers, outlines and charts. These tools are used to help students organize their writing, and facilitate such skills as recognizing identifying literary genres, cause and effect, understanding sequence, comparing and contrasting, finding the main idea in a piece of literature or non-fiction text.
- d) The plan for long term ELL's is for the ESL teacher to conference with classroom teachers on a regular basis to discuss content and concept areas that are posing particular difficulty to the student.
- e) Instruction for ELL's with special needs is based on the particular needs of the special needs student as well as the IEP's learning outcomes. Students meet in heterogeneous groups.

#### 1. Professional Development.

Staff participates in on-site and off-site PD geared toward ESL instruction. The ESL teacher attends PD's on ESL instruction, is present at PD sessions, as well as select pupil personnel team meetings. Teachers of ELLs participate in data analysis.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

#### 2. Transitioning of ELLs from elementary school to middle school

Student needs and test data are analyzed before a child enters 8<sup>th</sup> grade. As a phasing out school, the school will not have students mariculating from within.

### 3. Minimum 7.5 hours of ELL Training

A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. Many teachers presently working at PS/MS 225 are long time staff members, many of which have completed the required training. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher and/or the ELL Specialist of the LSO. Each participant will be awarded a certificate of completion upon completion of the training series.

A qualified ESL instructor will support staff needs including: data analysis, comprehensive needs assessment, parental involvement, compliabce and instructional issues, preparation for the NYSESLAT and program design.

### Parental Involvement

1. ELL parents are represented at all PTA meetings. The parent coordinator solicits input from ELL parents at monthly PAC meetings and as needed. Our office staff communicates regularly to ensure that parents of ELLs are involved and kept up to date. Teachers can use the Department of Education's website to obtain translations in any language.

2. The school collaborates with EPIC to provide parent workshops.

3. Parent needs are evaluated through surveys, written requests, conversations and feedback from meetings.

4. Parental involvement activities are an outgrowth of solicited parent needs.

### Assessment Breakdown

The Language Allocation Policy and instruction will focus on specific programs and strategies that will result in the achievement of higher proficiency levels across the content areas. ESL and general education teachers will continue to collaborate on students' needs. ESL methodologies and techniques will be used in the ESL classrooms as well as in the general education classrooms. ESL teachers use instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, big-book and transparencies. As competency develops, other strategies will include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will be paired with non-ELLs.

Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent.

#### 1. Early Assessment tools

PS/Ms 225 uses a combination of Fountas and Pinnell to determine Guided Reading Levels and the beginning of the year assessments on all new admits, which include ELLs.

#### 2. Data Patterns

The majority of the ELLs in PS/MS 225 are more proficient in Listening and Speaking than in Reading and Writing. In Listening and Speaking 75% of the ELLs are either proficient or advanced. By contrast in Reading and Writing, only 25% of the ELLs are advanced with no students scoring in the proficient.

#### 3. NYSESLAT

NYSESLAT patterns indicate that the ELL students in the school should focus on Reading and Writing. Additionally, advanced students should receive instruction and intervention based on deficiencies in content strands on ITA and predictive assessments.

#### 4. Trends

Our data reflects the following trends:

- a) Patterns indicate that only two (2) fifth grade students scored in the advanced range in Reading and Writing. There were no advanced students in Reading and Writing in the 8<sup>th</sup> grade
- b) Periodic assessments are used to diagnose specific student needs and create a more precise comparison between ESL and English Proficient (EP) students. This allows for better instructional planning.

#### 5. Dual Languages

There is no dual language program at the school.

#### 6. Evaluation

The ELL programs at PS/MS 225 are evaluated based on student outcomes, yearly growth, NYS AYP targets, NYC progress report data, attendance at PD sessions and parent workshops.

## Language Allocation Policy

### Part IV ELL Programming

## Program and Schedule Information

### 1. Delivery of instruction

- a. *Organizational Model*
- b. *Therefore, the ESL teacher and classroom teachers deliver instruction.*

### b. *Program Model(s)*

All classes are heterogeneously grouped by ability. The majority of 5<sup>th</sup> grade ELLs are in one official class. This model has demonstrated success for our students in the past.

#### 2. Mandated number of Minutes

#### 3. Content Area Instruction

#### 4. Differentiation of Instruction

- a) All classes are heterogeneously grouped by ability. The majority of 5<sup>th</sup> grade ELLs are in one official class. This model has demonstrated success for our students in the past.
- b) c) Vocabulary and content area subject matter are also a focus. Instruction is based on student deficiencies as demonstrated by standardized and informal assessments.
- d) Instructional techniques include the use of charts, outlines and graphic organizers. These are used to help students make predictions and infer meaning from text.
- e) The ESL teacher will conference with classroom teachers to discuss content and concept areas that are presenting difficulty to students.
- f) Instruction is based on IEP learning outcomes. Students meet in heterogeneous groups.

### 5. Plan for continuing transitional support

This will be done through the inquiry process, as well as at grade meetings and pupil personnel meetings.

### 6. New Programs/Improvements

We will encourage staff to seek out PD opportunities on their own.

### 7. Discontinuation of Programs

No programs will be discontinued.

### 8. Access to Programs

ELL students are entitled to the same curriculum and services offered to English Proficient students. TO that end, the following opportunities are available for our ELLs:

- a) Community Based Organization (Millennium Group)
- b) Extended Time instruction
- c) Extracurricular programs
- d) Trips and senior activities
- e) SES instruction for Title I ELLs under NCLB

### 9. Access to Media

Additionally, we have two carts of laptops and three smart boards to be used in classrooms.

### 10. Delivery of Native Language Support

- 11. All services and support correspond to an ELL's age and level
- 12. Description of Activities

The following activities are available during the summer:

- a) Tour of the building
- b) Meeting with parent coordinator
- c) Meeting with principal

Professional Development

- 1. Teachers of ELLs participate in data analysis workshops.
- 2. We will have frank, data-based discussions with the middle school staff.

Parent Involvement

- 1. Our office staff communicates regularly to ensure that parents of ELLs are involved and kept up to date. School communications are translated into native languages as needed.
- 2. The school collaborates with EPIC to provide parent workshops.
- 3. Parent needs are evaluated through surveys, written requests, conversations, and feedback from meetings.
- 4. Parental involvement activities are an outgrowth of solicited parent needs.

Part IV Assessment Analysis

1. Early Assessment Tools

Our school uses a combination of Fountas and Pinnell, and beginning of the year assessments on all new admits, which include ELLs.

2. Data Patterns

By contrast, Reading and Writing, 42% of students are advanced, with zero scoring proficient enough to place out.

3. NYSESLAT

4. Trends

Our data reflect the following trends:

- a) There are no advanced students in grade 8
- b) c) Our ELLs show the same deficiencies in mathematics as our EP students: number sense and measurement.

5. Dual Language Programs

We do not have a dual language program.

6. Evaluation

Our ELL programs are evaluated based on student outcomes, yearly growth, NYS AYP targets, NYC progress report data, attendance at PD sessions and parent workshops.

KEY PERSONNEL

Name	Position
Jacob Wasserman	ESL Teacher
Yvonne Hall	Parent Coordinator
AralisAdames	Attendance Teacher
Barbara Prior	Secretary
Valerie Simon	SAPIS
Maria Lana	Teacher
Tammy Holloway	Principal

Nicole Kelly	Assistant Principal
I	

**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.

N/A

**Section III. Title III Budget**

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**School: 27Q225**

**BEDS Code: 342700010225**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	0	<input type="checkbox"/> Teacher Per session for extracurricular instruction and planning 10 teachers x 2 hours per week x 10 weeks Supervisor per session for extracurricular instruction and planning Topics: Differentiating instruction Looking at Student Work Developing Academic Language Balanced Literacy Writers' Workshop Quality Teaching for English Learners ELA/ESL Standards and their alignment to core curriculum Project –Based Instruction Using Bloom's Taxonomy to formulate Higher order Thinking Questions

		Incorporating the Skill of the Week Linking Math Skills to Writing Social and Academic English
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	15000	<input type="checkbox"/> General Supplies to support program. Professional Development and workshops
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	\$1000	<input type="checkbox"/> <input type="checkbox"/> Title III funding would pay for travel expenses and substitute coverage. Five teachers and a supervisor will be the focus of these visits We would like to make 5 visits We would need 10 per diem sub days Travel expenses will need to be automobile use reimbursement, parking fees, and public transportation Each visit will consist of two staff members and a supervisor.
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>15000</b>	

### **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.

Information is gathered through the home language survey upon admission and by formal and informal interview of parents during phone conversations and meetings (including meetings with parents at the school and parent -teacher conferences). School Report Card demographics data and ATS reports are also used for evaluative purposes. This process is repeated on an annual basis.

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.

We have a need to have letters translated into the following languages: Spanish, and Haitian Creole. These findings are reported through school memos, staff conferences, parent letters, and department meetings.

Translation services are provided by the website Free Translation .com, the Department of Education's translation service and the attendance teacher who is fluent in Spanish.

#### **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.

All written communications including progress reports, meeting notices, brochures and flyers to parents are sent home in English and translated versions where applicable. Parent Coordinators, Family Assistants, Administration, and Office staff will support efforts to involve parents in school and community.

School personnel will provide translation services for Spanish speaking parents. Translation in other languages will be obtained and provided as needed.

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.

Spanish speaking administration, teaching staff, and school aides are on staff to provide these services as needed

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

Our safety plan will reflect that parents with language barriers will not be barred from the main office solely for that reason.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	166,750	4,736	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,668		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8,338	*	
4. Enter the anticipated 10% set-aside for Professional Development:	56,945	*	

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

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

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

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

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

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



Title I Parent Involvement Policy and Parent-School Compact  
PS/MS 225Q

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS/MS 225Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS/MS 225Q's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS/MS 225Q will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS/MS 225Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS/MS 225Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS/MS 225Q will:

actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

maintain a Parent Coordinator (or a [1] dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed; and  
conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

continue to provide outreach to parents in an effort to increase our rate of parent involvement and attendance at school events and PTA meetings.

PS/MS 225Q will further encourage school-level parental involvement by:

holding an annual Title I Parent Curriculum Conference;

hosting educational family events/activities during Open School Week and throughout the school year;

encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;

supporting or hosting OFEA District Family Day events;

establishing a Parent Resource Center or lending library; instructional materials for parents;

; hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

encouraging more parents to become trained school volunteers;

providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress

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[1] Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

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

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

Section II: School-Parent Compact

PS/MS 225Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS/MS 225Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- addressing the social and emotional needs of all students;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- assessing data to individualize instruction based on student needs.

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year (e.g., Open School Week); and
- arranging for appropriate staff members to be available for parent meetings.

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
  - ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child.

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn; and
- wear school uniforms every day.

**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/MS225Q* 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/MS225Q* will use disaggregated student results on State and City assessments Grades 5 and 8, QRA, 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.

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.

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.

- 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.

o Help provide an enriched and accelerated curriculum.

- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.
  - Advisory program for students in Grade 8
- o Meet the educational needs of historically underserved populations.

- 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.
  - Infuse arts into all content areas
  - Effective use of technology to support instruction and student learning.
- 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.

- Use of all available data, including disaggregated State assessments, ITA and Predictive assessments, 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 and make at least one year's progress.

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.

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

- All school-wide reform strategies being implemented in PS/MS225Q, are designed to implement the Regional District Comprehensive Educational Plan (RDCEP) and District Comprehensive Educational Plan NCLB Addendum.

- 3. Instruction by highly qualified staff.

All teachers hired in *PS/MS225Q*, for the 201-2011 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/MS225Q* 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/MS225Q*, and the CFN 309 provide extensive professional development 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.

□

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 members or groups of staff.

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.

- Support for parents’ understanding of, and participation in instructional initiatives
- Parent literacy development (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.

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.



Beginning in the spring of 2011 and continuing throughout the summer, the principal will continue to put forth all efforts to ensure our staff be as marketable as possible to acquire a job either through open market or the interviewing process due to the phreing out of our school.

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



PS225Q, will describe in their CEP 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, we will maintain a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, PS225Q will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically. We have instituted the "Three for Me" program which requires parents to volunteer three hours of their time to the school during the entire school year.

The Parent Support Offices, located in the CFN 309 and at the District Office 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 can not 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 CFN 309 will also help coordinate the activities of the Parent Coordinator for PS225Q.

Additional support for PS225Q 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.



PS/MS 225Q does not have primary grades

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/MS225Q 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. Teachers will participate in the selection of 5 periodic assessments. After the selection of school inquiry team(s), selected staff members will continue to monitor data and share findings with classroom teachers and other staff.

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/MS225Q will use disaggregated State and City assessments Grades 3-8, ARIS, ITT tool, 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.

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. Additionally, all students will participate in discussions of their needs and goals.

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.

Funding sources will be aligned to serve the academic and social/emotional needs of our students. This will include service learning projects, crisis intervention, and anti-bullying/leadership programs.

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

#### **Explanation/Background:**

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

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

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

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

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

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

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

Program	Fund Source	Program Funds Are	Amount Contributed to Schoolwide	Check (X) in the left column below to verify that the school
---------	-------------	-------------------	----------------------------------	--

Name <i>(I.e., Federal, State, or Local)</i>	"Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Pool <i>(Refer to Galaxy for school allocation amounts)</i>	has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
	Yes	No	N/A		

<sup>1</sup>**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.

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

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

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.*

Restructuring (Advanced)

**NCLB / SED STATUS:** - Focused **SURR 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.

For the 2009-2010 school year, our school failed to meet its AYP in the area of ELA. We did not meet for all students and the following subgroups: African Americans, Students with Disabilities, and Economically Disadvantaged.

For the 2009-2010 school year, our school failed to meet its AYP in the area of mathematics due to our Students with Disabilities subgroup not meeting its AYP or Safe Harbor.

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.

In order to support improved achievement in the area of ELA for all students and the specific subgroups that did not meet the AYP, we will do the following:

- In each General Education class, we are taking a collaborative team approach to the teaching of literacy. As one teacher leads the whole group direction instruction, another teacher will assist students who fall within those subcategories that did not meet their AYP. From

there, each teacher will work with students in small groups to remediate any skills that students have failed to master during the whole group instruction.

- Each middle school literacy teacher has an academic intervention period programmed into their weekly schedule to address the needs of those students who are failing to make adequate progress.
- The librarian will be in charge of creating incentive reading programs to encourage students to read more both in school and at home. When students reach benchmarks they will receive their incentives.
- Teachers will be trained to create action plans following school-wide assessments that target students who have failed to successfully complete performance indicators.
- Based on their 2010 NYS ELA scores, beginning of the year assessments, and subsequent exams, the administration will target students to stay for the extended day, 37.5 minutes tutorial program that is held Monday-Wednesday each week.
- The school will provide training for general education teachers on meeting the needs of ESL students while in the classroom.
- Our ESL teacher is assigned to deliver instruction through a pull-out model to meet the mandated minutes of instruction, but he is also charged with delivering instruction to both current ESL students and former ESL students who have tested out of ESL program over the last two years through a push-in model.
- The school will conduct a minimum of four Quick Reading Assessments by using the Teacher's College Reading and Writing Project assessment tool.
- Teachers will receive professional development training on the New Common Core Standards in the area of ELA to help them improve instruction while addressing the new state standards.
- Our resource room teacher will continue to provide instruction through a pull-out model to meet the individual annual goals of our students with disabilities.

In order to support improved achievement in the area of math for Students with Disabilities, we will do the following:

- In each General Education class, we are taking a collaborative team approach to the teaching of mathematic. As one teacher leads the whole group direction instruction, another teacher will assist students who fall within those subcategories. From there, each teacher will work with students in small groups to remediate any skills that students have failed to master.
- Each middle school mathematics teacher has an academic intervention period programmed into their weekly schedule to address the needs of those students who are failing to make adequate progress.
- Teachers will be trained to create action plans following school-wide assessments that target students who have failed to successfully complete performance indicators.
- Based on their NYS Math scores and beginning of the year assessments, the administration will target students to stay for the extended day, 37.5 minutes tutorial program that is held Monday-Wednesday each week.
- Teachers will receive professional development training on the New Common Core Standards in the area of math to help them improve instruction while addressing the new state standards.
- Through the use of the city directed Every Day Math and Impact Math Course III programs, we will differentiate instruction to meet the readiness levels of each student.
- The administration and the teaching staff will review student work on a chapter/unit basis to look for trends and areas for improvement.

## **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.

This money will be used for professional development in a variety of topics built around English language learners and subgroups. There will be a focus on instruction, mentoring, and student inquiry data analysis.

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.

We will take the following steps:

Step 1: Notify all staff of school's improvement status, and meet with specific staff designated to support parent notification processes to ready them to answer inquiries from parents (including Assistant Principals, Guidance Counselors, Parent Coordinator, and other support staff).

- More than one staff member should be acquainted with school improvement, SES, and Public School Choice information as the volume of questions from parents might be quite large.
- Guidance Counselors will need to be able to discuss school improvement efforts and academic intervention programs for parents who call or visit the school.

Step 2:

- Send parent notification letter home via student backpacks
- Schedule a parent information/orientation meeting
- Use our school messenger system to contact parents on a needs basis.

Step 3: Conduct the parent informational meeting.

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have one (1) student in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

We have a full time attendance teacher to provide support and outreach. Our guidance counselor also provides support for the emotional needs of our students. Our parent coordinator works closely with parents.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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

N/A



## **CEP RELATED ATTACHMENTS**

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

File Name - 28\_27Q225\_110110-145341.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 309</b>	District <b>27</b>	School Number <b>225</b>	School Name <b>Seaside</b>
Principal <b>Tammy Holloway</b>		Assistant Principal <b>Nicole Kelly</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Jacob Wasserman/ESL</b>		Guidance Counselor <b>Dawn Ackerman</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Yvonne Hall</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Patricia Tubridy</b>		Other <b>Martha Rodriguez-Torres</b>	

#### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>100</b>	Total Number of ELLs	<b>8</b>	ELLs as Share of Total Student Population (%)	<b>8.00%</b>
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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.

#### PART II: ELL Identification Process

##### 1. Steps followed for initial identification of potential ELLs

A newly admitted student will be given a Home Language Identification Survey (HLIS) by either Barbara Prior (school secretary) or Aralis Adames (attendance teacher). The ESL teacher, Jacob Wasserman, will conduct the informal interview in English. Aralis Sanchez will conduct Spanish interviews. Free Translation.com, area resources and the NYC Department of Education translation service will be used for other languages. Jacob Wasserman (ESL teacher) will administer the LAB-R and the initial assessment. All ELL students will be evaluated annually using the NYSESLAT. Jacob Wasserman will administer this test and coordinate efforts with school administration.

##### 2. Structures to ensure that parents understand program choice

Each parent of a newly admitted ELL student will attend a workshop arranged by Yvonne Hall (the parent coordinator) and the ESL teacher. At the workshop the parents will be shown a video in their native language describing their entitlement options. Their options will be explained to them. If a parent cannot attend the scheduled workshop, they will meet with the ESL teacher at another mutually convenient time.

##### 3. Distribution and Return of Forms

Within the first two weeks of school, Jacob Wasserman (ESL teacher) distributes to the parents appropriate forms in sealed envelopes. These forms are sent to the student's home. Yvonne Hall (parent coordinator) facilitates form collection and follows up with parents who have not returned the forms. When the forms are returned, they are placed in the student's cumulative record folder.

##### 4. Criteria and procedure for placement

Eligibility is determined by HLIS, and the oral interview. For those students who meet eligibility requirements, the LAB-R test is administered by Jacob Wasserman (ESL) teacher. For students who qualify for services, final placement is determined by parent choice. In the event that our school is unable to provide the service the parent requests (e.g. a Dual Language program) the parent is given the option of attending another school with that program. The parent will also be informed that if his/her child remains in PS/MS 225 and fifteen (15) or more students who speak the same language and are in the same or adjacent grades are enrolled in the school the parent can request another program (e.g. Dual Language or Transitional Bilingual) the school will comply and create the requested program.

##### 5. Trend in program choices

PS/MS 225 does not have any requests for additional programs in the last four (4) years.

##### 6. Alignment of program models

Since there has been no evidence that parents want a different program, the present ESL program is satisfying our parents' needs. The ESL teacher and parent coordinator will continue to solicit parents' input and will respond accordingly to parents' needs.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	8	<b>Newcomers (ELLs receiving service 0-3 years)</b>	3	<b>Special Education</b>	2
<b>SIFE</b>	1	<b>ELLs receiving service 4-6 years</b>	4	<b>Long-Term (completed 6 years)</b>	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	3	1	1	3	0	1	2	0	0	8
<b>Total</b>	3	1	1	3	0	1	2	0	0	8

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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			3					7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian						1								1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>

## 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.

Part IV: ELL Programming  
Program and Schedule Information

1. Delivery of Instruction

a. Organizational model

The school has several organizational models that effect our ELL students. Our general and special education classes are self- contained. Middle school classes are departmentalized. The ESL teacher provides both pull-out and push-in instruction. In the push-in model the ESL teacher and classroom teacher deliver instruction. In the pull-out model the ESL teacher takes the students out of the classroom and teaches the students in another venue.

b. Program Model (s)

Classes in all grades remain in their classroom for the majority of the instructional day. Teachers in grade 8 move from class to class. The five 5<sup>th</sup> grade ELL's are divided into two general education and one self-contained special education class. All general education classes are heterogeniously grouped by ability. This model has demonstrated success for the students in the past.

2. Mandated number of minutes

The ESL teacher pulls out and pushes in students according to the number of minutes that are required. Students are given supplemental instruction when pulled-out of class or when the ESL teacher pushes-into class.

3. Content Area Instruction

Content vocabulary is a major focal point of our ESL instruction Specific vocabulary is reviewed in conjunction with the classroom teachers using a variety of instructional strategies such as context clues and visual aids.

4. Differentiation of Instruction

a) SIFE Students: students are given an informal assessment to evaluate their basic skill, and knowledge of English. By asking relevant parties such as parents and the students themselves, the ESL teacher will try to determine at what level did the student attend classes and or what years of formal education were missed in their native country. This will enable the ESL teacher as well as the general education teacher to establish an individualized program of study to assist The SIFE student.

b) The primary focus with Newcomers ELLS is to help these students adapt to their environment. These students need to feel safe in the classroom and the school. Vocabulary and content area subject matter is also a focus. Glossaries in the ELL's native language are provided to facilitate vocabulary understanding. Instruction is based on student deficiencies as demonstrated by standardized and informal tests.

c) ELLS who have received 4-6 years of service usually are advanced or proficient in speaking and listening, but need improvement in reading and writing skills. Instructional techniques include the use of graphic organizers , outlines and charts. These tools are used to help students organize their writing, and facilitate such skills as recognizing identifying literary genres, cause and effect, understanding sequence, comparing and contrasting, finding the main idea in a piece of literature or non-fiction text.

d) The plan for long term ELL's is for the ESL teacher to conference with classroom teachers on a regular basis to discuss content and concept areas that are posing particular difficulty to the student.

e) Instruction for ELL's with special needs is based on the particular needs of the special needs student as well as the IEP's learning outcomes. Students meet in heterogeneous groups.

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
<b>FOR TBE /DL PROGRAMS:</b> 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



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 XIII.

#### 5. Intervention Programs for ELLs

Targeted Academic Intervention Services are provided to ELL students during the school day as well as to students during the extended day plan. ELLs are offered academic intervention services particularly in ELA, but also in math, social studies, and science. The program is designed to further support ESL development as well as content area instruction/review.

#### 6. Plan for Transitional Support

Transitional Student Support Plan ( ELLs that pass NYSESLAT/Transitional students for 2 years).

The schools longitudinal data reflect the following trend: discontinued ELLs who have passed the NYESLAT exhibit learning deficits that require the continuation of ESL strategies. Proficient ELLs will continue to be tracked and receive services primarily during the extended day period. Areas of difficulty will be identified through the inquiry process as well as grade meetings and pupil meetings.

#### 7. New Programs and improvements

ELL students will be subject of data analysis and inquiry work. Staff will be provided with professional development in how to address the needs of ELLs. Staff will also be encouraged to seek PD opportunities on their own.

#### 8. Discontinuation of Programs

No programs will be discontinued.

#### 9. Access to all school programs

ELL students are entitled to the same curriculum and services offered to English proficient students. All programs including the following are offered to the schools ELLs:

- a) Community Based Organizations (Millenium Group)
- b) Extended Time Instruction
- c) Extracurricular programs
- d) trips and senior (8<sup>th</sup> grade) activities
- e) SES instruction for Title I ELLs under NLCB

#### 10. Access to Media

ELLs have access to computers and media in the school library and technology lab. The school has laptops, smart boards, and books and supplies specially made for the ESL student.

#### 11. Delivery of Native Language Support

In pull-out and push -in ESL, English is spoken with little support for native language instruction. However, native language support is given through peer-interaction, glossaries, bilingual dictionaries, whenever needed. Spanish language support is provided by attendance teacher who is fluent in Spanish. Also parents are encouraged to continue native language support

#### 12. Support Services

All ESL students have the support of their teachers, administration, the parent coordinator, the guidance counselor, the dean, and all staff members. The parent coordinator works closely with parents of ELLs to facilitate a positive home school relationship. Information written, and oral is provided to parents in their native language to insure effective communication and parent involvement.

13. Description of Activities for new ELLs

The following activities are available for new ELLs during the summer:

- a. Participation in summer school courses
- b. Tour of the school building
- c. Meeting with the principal
- d. meeting with parent coordinator

14. Language electives offered to ELLs

Spanish is offered to ELLs.

**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

Not Applicable

## D. Professional Development and Support for School Staff

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

### 1. Professional Development.

Staff participates in on-site and off-site PD geared to ward ESL instruction. The ESL teacher attends PD's on ESL instruction, is present at PD sessions, as well as select pupil personerl team meetings. Teachers of ELLs participate in data analysis.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

### 2. Transitioning of ELLs from elementary school to middle school

Student needs and test data are analyzed before a child enters 8<sup>th</sup> grade. As a phasing out school, the school will not have students mariculating from within.

### 3. Minimum 7.5 hours of ELL Training

A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. Many teachers presently working at PS/MS 225 are long time staff members, many of which have completed the required training. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher and/or the ELL Specialist of the LSO. Each participant will be awarded a certificate of completion upon completion of the training series.

A qualified ESL instructor will support staff needs including: data analysis, comprehensive needs assessment, parental involvement, compliabcce and instructional issues, preparation for the NYSESLATand program design.

## 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

### Paental Involvement

1. ELL parents are represented at all PTA meetings. The parent coordinator solicits input from ELL parents at monthly PAC meetings and as needed. Our office staff communicates regularly to ensure that parents of ELLs are involved and kept up to date. Teachers can use the Department of Education's website to obtain translations in any language.

2. The school collaborates with EPIC to provide parent workshops.

3. Parent needs are evaluated through surveys, written requests, conversations and feedback from meetings.

4. Parental involvement activities are an outgrowth of solicited paret needs.

# 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)						1		0	0					1
Intermediate(I)						2			3					5
Advanced (A)						2		0						2
Total	0	0	0	0	0	5	0	0	3	0	0	0	0	8

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

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

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

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

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

**Assessment Breakdown**

The Language Allocation Policy and instruction will focus on specific programs and strategies that will result in the achievement of higher proficiency levels across the content areas. ESL and general education teachers will continue to collaborate on students’ needs. ESL methodologies and techniques will be used in the ESL classrooms as well as in the general education classrooms. ESL teachers use instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, big-book and transparencies. As competency develops, other strategies will include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will be paired with non-Ells. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent.

**1. Early Assessment tools**

. PS/Ms 225 uses a combination of Fountas and Pinnell, PPVT, Woodcock and, the beginning of the year assessments on all new admits,

NYSESLAT patterns indicate that the ELL students in the school should focus on Reading and Writing. Additionally, advanced students should receive instruction and intervention based on deficiencies in content strands on ITA and predictive assessments.

#### 4. Trends

Our data reflects the following trends:

- a) Patterns indicate that only two (2) fifth grade students scored in the advanced range in Reading and Writing. There were no advanced students in Reading and Writing in the 8<sup>th</sup> grade
- b) Periodic assessments are used to diagnose specific student needs and create a more precise comparison between ESL and English Proficient (EP) students. This allows for better instructional planning.

#### 5. Dual Languages

There is no dual language program at the school.

#### 6. Evaluation

The ELL programs at PS/MS 225 are evaluated based on student outcomes, yearly growth, NYS AYP targets, NYC progress report data, attendance at PD sessions and parent workshops.

### Additional Information

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

## Part VI: LAP Assurances

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 225 Seaside					
<b>District:</b>	27	<b>DBN:</b>	27Q225	<b>School</b>		342700010225

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	0	0		87.1	90.7	91.4
Kindergarten	54	0	0				
Grade 1	46	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	66	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	53	0	0		87.7	92.0	90.0
Grade 4	63	46	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	60	65	49	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	59	0	0		65.6	84.3	93.1
Grade 7	60	59	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	83	62	50	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		13	17	10
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		5	2	1
Ungraded	0	0	0				
<b>Total</b>	<b>580</b>	<b>232</b>	<b>99</b>				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	39	20	4	Principal Suspensions	0	0	5
# in Collaborative Team Teaching (CTT) Classes	14	4	0	Superintendent Suspensions	37	42	29
Number all others	33	12	11				

*These students are included in the enrollment information above.*

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	57	29	TBD
# ELLs with IEPs	2	3	TBD

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	1

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
	2	3	6	% fully licensed & permanently assigned to this school	98.3	93.3	100.0
				% more than 2 years teaching in this school	70.7	73.3	86.4
				% more than 5 years teaching anywhere	37.9	33.3	59.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	80.0	95.5
American Indian or Alaska Native	1.0	0.9	1.0	% core classes taught by "highly qualified" teachers	78.4	98.3	100.0
Black or African American	42.8	47.8	40.4				
Hispanic or Latino	38.6	35.3	47.5				
Asian or Native Hawaiian/Other Pacific	1.9	2.6	1.0				
White	15.3	12.5	10.1				
<b>Male</b>	52.9	55.6	52.5				
<b>Female</b>	47.1	44.4	47.5				

**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**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase			Category		
	In Good			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				v	

**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>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 27Q225**

*All Title I SWP 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:	\$166,750	\$4,736	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1668		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8338	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$56,945	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
\_\_\_100%\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

***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.

Title I Parent Involvement Policy and Parent-School Compact  
PS/MS 225Q

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS/MS 225Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS/MS 225Q's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS/MS 225Q will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS/MS 225Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS/MS 225Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS/MS 225Q will:

actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

maintain a Parent Coordinator (or a [1](#) dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all

parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed; and  
conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

continue to provide outreach to parents in an effort to increase our rate of parent involvement and attendance at school events and PTA meetings.

PS/MS 225Q will further encourage school-level parental involvement by:

holding an annual Title I Parent Curriculum Conference;  
hosting educational family events/activities during Open School Week and throughout the school year;  
encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;  
supporting or hosting OFEA District Family Day events;

establishing a Parent Resource Center or lending library; instructional materials for parents;  
; hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;  
encouraging more parents to become trained school volunteers;  
providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;  
developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress

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[1] Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

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

### Section II: School-Parent Compact

PS/MS 225Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS/MS 225Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- addressing the social and emotional needs of all students;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- assessing data to individualize instruction based on student needs.

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year (e.g., Open School Week); and
- arranging for appropriate staff members to be available for parent meetings.

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child.

#### Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn; and
- wear school uniforms every day.

### **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/MS225Q* 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/MS225Q* will use disaggregated student results on State and City assessments Grades 5 and 8, QRA, 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.

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.

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- 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.
  - Help provide an enriched and accelerated curriculum.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.
- Advisory program for students in Grade 8

- Meet the educational needs of historically underserved populations.
  - 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.
  - Infuse arts into all content areas
  - Effective use of technology to support instruction and student learning.
  - 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.
  - Are consistent with and are designed to implement State and local improvement, if any.
- Use of all available data, including disaggregated State assessments, ITA and Predictive assessments, 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 and make at least one year's progress.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

All school-wide reform strategies being implemented in PS/MS225Q, are designed to implement the Regional District Comprehensive Educational Plan (RDCEP) and District Comprehensive Educational Plan NCLB Addendum.

### 3. Instruction by highly qualified staff.

All teachers hired in *PS/MS225Q*, for the 201-2011 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/MS225Q* 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/MS225Q*, and the CFN 309 provide extensive professional development and ongoing and support

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.

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 members or groups of staff.

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.

- Support for parents’ understanding of, and participation in instructional initiatives
- Parent literacy development (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.

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.  
Beginning in the spring of 2011 and continuing throughout the summer, the principal will continue to put forth all efforts to ensure our staff be as marketable as possible to acquire a job either through open market or the interviewing process due to the phasing out of our school.

6. Strategies to increase parental involvement through means such as family literacy services.  
PS225Q will describe in their CEP 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, we will maintain a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, PS225Q will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically. We have instituted the "Three for Me" program which requires parents to volunteer three hours of their time to the school during the entire school year.

The Parent Support Offices, located in the CFN 309 and at the District Office 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 CFN 309 will also help coordinate the activities of the Parent Coordinator for PS225Q.

Additional support for PS225Q 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.  
PS/MS 225Q does not have primary grades

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/MS225Q 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. Teachers will participate in the selection of 5 periodic assessments. After the selection of school inquiry team(s), selected staff members will continue to monitor data and share findings with classroom teachers and other staff.

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/MS225Q will use disaggregated State and City assessments Grades 3-8, ARIS, ITT tool, 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.

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. Additionally, all students will participate in discussions of their needs and goals.

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.

Funding sources will be aligned to serve the academic and social/emotional needs of our students. This will include service learning projects, crisis intervention, and anti-bullying/leadership programs

## **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” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X				\$99,799	
Title I, Part A (ARRA)	Federal	X				\$4688	
Title II, Part A	Federal			X			
Title III, Part A	Federal	X				\$15,000	
Title IV	Federal			X			

<sup>1</sup> **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.

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

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

IDEA	Federal	X				\$42,175	
Tax Levy	Local	X				\$466,550	