



P.S. 232Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 27/Q/232

ADDRESS: 153-23 83RD STREET, HOWARD BEACH, NY 11414

TELEPHONE: 718- 848-9247

FAX: 718-738-8505

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 232Q **SCHOOL NAME:** The Walter Ward School

SCHOOL ADDRESS: 153-23 83rd Street, Howard Beach, New York 11414

SCHOOL TELEPHONE: 718-848-9247 **FAX:** 718-738-8505

SCHOOL CONTACT PERSON: Lisa A. Josephson,
Principal **EMAIL ADDRESS:** [Ljoseph3@school](mailto:Ljoseph3@school.s.nyc.gov)
[s.nyc.gov](mailto:Ljoseph3@school.s.nyc.gov)

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Susan Vigliarolo

PRINCIPAL: Lisa A. Josephson

UFT CHAPTER LEADER: Robert Sentnor

PARENTS' ASSOCIATION PRESIDENT: Amy Prince/Kim Morales, Co PTA

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** 301

NETWORK LEADER: Joanne Brucella

SUPERINTENDENT: Michele Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Lisa A. Josephson	*Principal or Designee	
Robert Sentnor	*UFT Chapter Chairperson or Designee	
Kim Morales	*PA/PTA President or Designated Co-President	
Amy Prince, PTA Co-Pres	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lois Maglione	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Shelley Brous	Member/Teacher	
Susan Vigliarolo	Member/Teacher	
Tim Conklin	Member/Parent	
Anthony Ringston	Member/Parent	
Carol Panico	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 232 is a culturally and ethnically diverse K-8 school with high academic and social expectations for all students. That's what makes our school work! It is culturally diverse and all school members respect one another. We provide a safe and nurturing school environment where everyone knows everyone in our 'home away from home'! We are presently at full capacity, housing 1,010 students in a building designed as an elementary school (an increase of 86 students).

As a member of the CFN 301, our entire staff continues to plan and integrates Core Knowledge themes into the K-8 curriculum, in addition to using the New York State Teaching Standards. We are presently rolling out the new Common Core Standards so that we can make a full transition next school year. Our 5 year olds are learning how to read and write as they are introduced to content area literature about their community, the Pilgrims, American symbols, and the continents of the world. Our philosophy is that their knowledge base will be broader and then in the future, their prior knowledge and writing experiences will be richer.

An emphasis on intensive and ongoing professional development in all areas continues to improve our literacy and math programs. The principal and assistant principals, two literacy coaches, one math coach, and other teachers on staff provide extensive professional development with an emphasis this year on reading strategies (with a focus on the mini-lesson) and conferencing during independent reading, guided reading and writing. We have also invested in training for our teachers in grades 4-8 with Junior Great Books. Junior Great Books is a reading program that focuses on shared inquiry, teacher questioning and improving higher order reading skills. Two days of intensive training, coupled with a teacher trainer that visits each teacher a total of 5-10 times, ensures us that our reading program in the upper grades will help us to help our students make the leap into higher order thinking and also as a result, maintain and improve our level 3's and 4's. In mathematics, our emphasis is on making math language connections, creating math workshop model classrooms, and lesson development in the Pearson Math Program (gr. 6 – 8). Our plan is to maintain the goals of our Professional Development Program and to include future topics as follows:

- Fountas and Pinnell Benchmarking
- Common Core State Standards
- Junior Great Books
- Teaching Reading Strategies
- Developing Math Centers that engage students
- Test Sophistication in ELA, ELL, math, social studies, and science

One of our most enjoyable accomplishments is our After-school Academy for grades 6, 7 and 8, and Saturday Morning Academy in the spring for our 3rd, 4th and 5th graders. As a result of last year's data from the Learning Environment Survey, both parents and students expressed their concern with the lack of creative arts and extra-curricula activities in our school. Our goal this year was to provide an after-school program for students in grades 6-8 that included both academic and extra-curricula activities. The program emphasizes ELA and Mathematics Test Sophistication on Tuesdays and our students have a choice of other clubs on other days of the week.

On Saturday mornings, our 3rd, 4th and 5th graders will come to a 3 hour program that emphasizes both test preparation in math and ELA and hands-on math and science experiences beginning in January of 2011. Both classes provide experiences that will help them on the 3rd grade state exams and next year's 4th grade Science exam. On Mondays and Tuesdays, we also have an ELL program for our students who need additional language enrichment.

Physical space availability continues to be a great concern. We've had to think 'out-of-the-box' and carefully utilize space for everyone. Two occupational and one physical therapist continue to work out of an area that used to be a bathroom. Both of our speech teachers share a large supply closet. Most of our coaches and academic intervention teachers service students in closets or on the auditorium stage. Classes in the 2nd and 3rd grades are consolidated in order to create room for everyone else, and four of our five 2nd grade classes are in the portable classrooms in the schoolyard. As a result, class size has increased significantly and we have lost our art and lower grade science lab to create the room we need. All physical classrooms are now being used for classrooms. We do not have an inch of space available. Our school population seems to grow at least 100 students per year.

A key area of concern each year always seems to be in the achievement of our Special Education students. Of the 99 students categorized as 'students with disabilities', only 38.8% are level 3 and above in ELA, and 62.6% are level 3 and above in mathematics. Presently, we have four collaborative team teaching classes (K, 2nd, 7th, 8th). Our reason for creating two such classes in 7th and 8th was because we have 16 7th and 8th grade students who may be decertified from Special Education before their 8th grade graduation. We continue to analyze our yearly data for each 'Special Needs' child and individualize an educational plan for each one. We've also 'streamed' students by reading level. We continue to target their weaknesses and strengths: decoding, encoding, comprehension, etc. We also mainstream many of our special needs students in both ELA and/or math. The focus of our inquiry team is on a group of 15 students that we've chosen to follow throughout the school year. As we analyze daily, weekly, and monthly hard and soft data, we make recommendations for improvement.

We have a strong Parent Teacher Association that consists of a small group of approximately 10 devoted parents that plan and organize many of our school events for both students and staff. The PTA is led by Amy Prince and Kim Morales, our co-Presidents who work very closely with our administration. A concerted effort has always been made to get more parents and teachers involved because it seems that the small group of devoted parents are the same ones doing all of the organizing. Both our Co-Presidents and our school's Parent Coordinator, Debra Falcone, continue to reach out by providing monthly PTA meetings and workshops. The administration continues to reach out through monthly calendars and the Principal's monthly newsletter. We collaborate with our parent association and schedule events together that will bring more parents into the building. Events like High School Application Night, Spooky Math Night, Movie Night, Dance with your Daddy Night, etc., also help to bring more parents into the building.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 232Q				
District:	27	DBN #:	27	School BEDS Code:	342700010232

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6X	<input type="checkbox"/> 7X
	<input type="checkbox"/> 8X	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.6	94.7	TBD		
Kindergarten	98	126	120						
Grade 1	110	111	134	Student Stability: % of Enrollment					
Grade 2	106	118	106	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	96	93	108		96.4	96.6	TBD		
Grade 4	103	93	104						
Grade 5	119	105	98	Poverty Rate: % of Enrollment					
Grade 6	82	91	102	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	81	74	78		46.4	41.4	57.9		
Grade 8	0	75	72						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					4	1	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	795	888	924		1	3	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	72	67	62	Principal Suspensions	1	6	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	8	8	Superintendent Suspensions	0	2	TBD		
Number all others	45	52	60						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	40	36	38	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	57	61	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	14	15	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	2	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.4	0.6	0.6	Percent more than two years teaching in this school	68.4	67.2	TBD
Black or African American	8.6	7.9	8.0	Percent more than five years teaching anywhere	63.2	57.4	TBD
Hispanic or Latino	38.0	38.5	36.4				
Asian or Native Hawaiian/Other Pacific Isl.	13.6	13.8	13.6	Percent Masters Degree or higher	91.0	87.0	TBD
White	39.5	39.3	40.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.6	100.0	TBD
Multi-racial							
Male	52.7	52.5	51.3				
Female	46.8	47.5	48.7				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/> X	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/> X	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	x	ELA:	
	Math:	x	Math:	
	Science:	x	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	x	x	x				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	x	x	-				
Hispanic or Latino	x	x	-				
Asian or Native Hawaiian/Other Pacific Islander	x	x	-				
White	x	x					
Multiracial							
Other Groups							
Students with Disabilities	x	x					
Limited English Proficient	-	-	-				
Economically Disadvantaged	x	x					
Student groups making AYP in each subject	7	7	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Did not have QR
Overall Score	97.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Greatest Accomplishments

An emphasis on intensive and ongoing professional development in all areas has effectively improved our literacy and math program, which is evident in our high reading and math scores; this year we again made an A rating. The principal and assistant principal, two literacy coaches, one math coach, and other teachers on staff provide extensive professional development with an emphasis this year on "the strategy of questioning" (with a focus on using quality literature) and conferring during independent reading, guided reading and writer's workshop. In mathematics, our emphasis is on making math language connections, creating math workshop model classrooms, and lesson development in the Pearson Math Program (gr. 6 – 8). Our plan is to maintain the goals of our Professional Development Program and to include future topics as follows:

- Fountas and Pinnell Benchmarking
- Common Core State Standards in Math and ELA
- Junior Great Books training in gr. 5-8
- Teaching Reading Strategies
- Developing Math Centers
- Test Sophistication in all areas

As a result of our strong professional development program, we have a solid staff of instructional leaders who are at the core of helping us to move our students to the next level.

One of our most enjoyable accomplishment is our After-school Academy for grades 6, 7 and 8, and Saturday Morning Academy in the spring for our 3rd, 4th and 5th graders. As a result of last year's data from the Learning Environment Survey, both parents and students expressed their concern with the lack of creative arts and extra-curricula activities in our school. Our goal this year was to provide an after-school program for students in grades 6-8 that included both academic and extra-curricula activities. The program emphasizes ELA and Mathematics Test Sophistication on Tuesdays and our students have a choice of the following on other days of the week:

- Basketball Team
- Cheerleading Squad
- Chess in the School Chess Club
- Video Production Computer Club

- Beat the Streets Wrestling Team
- Volleyball Team
- Art with an emphasis on painting
- Drama
- CHAMPS Flag Football

We are so overcrowded, that due to competition over the use of the gymnasium, our clubs now have to be scheduled on different days.

On Saturday mornings, our 3rd, 4th, and 5th graders will come to a 3 hour program that emphasizes test prep in ELA and math and hands-on math and science. Classes will provide experiences that will help them on state exams and on the 4th grade Science exam. On Tuesdays, we also have an ELL program for our students who need additional language enrichment.

Aids/Barriers/Trends

Physical space availability continues to be a great concern. We now house 1,010 K-8 students in a building designed as a K-5 elementary school built in 1962. We continue to think ‘out-of-the-box’ and carefully utilize space for everyone, including closets for speech and the stage as an art room. Two occupational and one physical therapist work out of an area that used to be a bathroom. Both of our speech teachers share a large supply closet. Most of our coaches and academic intervention teachers service students in closets or on the auditorium stage. Classes in the 2nd and 3rd grades are consolidated in order to fit all classes from K through 8. Our 2nd and 3rd grade classrooms used to have 21-23 students on average. We are now up to 29-30 students in each classroom. As a result, class size has increased significantly and we have lost our art and lower grade science lab to create the room we need.

We are in desperate need of an electrical upgrade because we blow fuses at times. With an electrical upgrade, we would also be able to install school-wide air conditioning. It is extremely hot during the months of September, October, May and June. Many of our students are forced to be absent or are picked up early from the nurse's office due to heat exhaustion and/or medical issues related to asthma.

We also have major interruptions with the wireless internet connections in our building. After many visits from helpdesk troubleshooters, it has been determined that our school must purchase "more memory" for an increase in our "broadband" network. According to ITT, it will cost thousands of dollars that we cannot afford.

A key area of concern each year is the achievement of our Special Education students. Even though we made exemplary proficiency gains on last year's progress report, we will continue to analyze our yearly data for each ‘Special Needs’ child and individualize an educational plan for each one.

Self-contained ELA	8.5%
SETSS ELA	13.8%
Self-contained in Math	4.3%
SETSS Math	37.9%
Self-Contained/CTT/SETSS in ELA	66.2%
Self-Contained/CTT/SETSS in Math	39.2%

We’ve also ‘streamed’ students by reading level whenever possible. We continue to target their weaknesses and strengths: decoding, encoding, comprehension, etc. We also mainstream many of our special needs students in ELA and/or math, science and social studies. The focus of each inquiry team on each grade is on a group of 12-15 students that we’ve chosen to follow throughout the

school year (lowest third of each grade). Our special needs students are included in inquiry. As we analyze daily, weekly, and monthly hard and soft data, we make recommendations for improvement.

We have a strong Parent Teacher Association that consists of a small group of approximately ten devoted parents that plan and organize many of our school events for both students and staff. The PTA is led by Amy Prince and Kim Morales, our co-Presidents who work very closely with our administration. A concerted effort has always been made to get more parents and teachers involved because it seems that the small group of devoted parents are the same ones doing all of the organizing. Both our Co-Presidents and our school's Parent Coordinator, Debra Falcone, continue to reach out by providing monthly PTA meetings and workshops. The administration continues to reach out through monthly calendars and the Principal's monthly newsletter. We collaborate with our parent association and schedule events together that will bring more parents into the building.

Past year's trends have shown that our students display strong literacy and math skills, which impact all curricula areas. As evidenced by our test results, our students have shown steady growth. At present, 66% of our students are meeting the standards (levels 3 & 4) in ELA, and 72% are meeting standards in mathematics. Since last school year, the results for all tested students indicate a loss in ELA and a loss in math. The tougher grading system by New York State resulted in a significant drop in overall ratings across the entire State, and here in the City, our school saw a large disappointing decrease as well.

Despite the drop in overall ratings, our students generally earned ELA and math scale scores that were consistent with last year's results. And whichever way the scores were cut, whether using this year's method or last year's, our students are undeniably making dramatic progress. Our progress report rating of an "A" proves that, but we still have lots of work to do.

ELA – Level 3 and Above All Grades = 66% Last year=84%

Grade 3 = 74%	Grade 4 = 75%
Grade 5 = 64%	Grade 6 = 58%
Grade 7 = 62%	Grade 8 = 58%

Math – Level 3 and Above All Grades = 72% Last year=92%

Grade 3 = 69%	Grade 4 = 81%
Grade 5 = 70%	Grade 6 = 70%
Grade 7 = 74%	Grade 8 = 67%

With the rolling out of the new Common Core standards, we will help our students and teachers take that next big step to a whole new level of learning. With more writing, problem solving, and critical thinking, our students will better connect learning across different subject areas and grade levels, and when the time comes, he or she will be ready for college and a career. We will continue to identify our students' strengths and weaknesses in both reading and math so that we can continue moving forward!

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.

- 1. Male students in our sixth, seventh and eighth grade special education self-contained classes will improve two Fountas & Pinnell levels every three months during the 2010 - 2011 school year.**

- 2. To move 75% of students in K-2, three or more Fountas & Pinnell levels from September, 2010 to June of 2011.**

- 3. Throughout the 2010-2011 school year, 20 classroom teachers in grades 4-8 will be trained in using the Junior Great Books Program in order to improve better questioning techniques to raise higher order thinking in students.**

- 4. Level I and II math students in the seventh grade will demonstrate mathematics growth on the interim assessment scale scores from November of 2011 to May of 2011.**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts/Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Male students in our sixth, seventh and eighth grade special education self-contained classes will improve two Fountas & Pinnell levels every three months during the 2010 - 2011 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will provide the following:</p> <ul style="list-style-type: none"> • Fund AIS teacher (F Status) for pull-out program • Benchmark three times a year to show growth in Fountas & Pinnell reading levels (Nov, 2010 - Feb, 2011 - May, 2011) • Schedule all students to use Study Island in reading • Schedule common preparation periods with classroom teachers • Work with data specialist to deepen staff awareness and understanding of hard and soft data • Professional development in skills and strategy instruction • Study Groups • Formal and Informal observations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Supervisors – Tax Levy/Title I • Teachers – Tax Levy • Literacy Coaches – Tax Levy/Title I • Push-in/Pull-out AIS Teachers – Tax Levy/Contracts for Excellence

Indicators of Interim Progress and/or Accomplishment

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

- Compare Fountas & Pinnell levels from September of 2009 to June of 2010.
- Interval review

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To move 75% of students in K-2, three or more Fountas & Pinnell levels from September, 2010 to June of 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will provide the following:</p> <ul style="list-style-type: none"> • Benchmark three times a year to show growth in Fountas & Pinnell reading levels (Nov, 2010 - Feb, 2011 - May, 2011) • ECLAS 2 data • Teacher conference notes • Terra Nova bimonthly data • Use of Study Island in the computer center • Formal and informal observations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Supervisors – Tax Levy/Title I • Teachers – Tax Levy • Literacy Coach – Tax Levy/Title I • Push-in/Pull-out AIS Teachers – Tax Levy • SETTS Teacher – Tax Levy • Wilson Teacher – Tax Levy • ELL Teacher – Tax Levy • F-Status Reading Specialist – Tax Levy • IEP Teacher - Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Compare Fountas and Pinnell levels from September of 2010 to June of 2011. • Interval review of progress will be Nov. 1st, Feb. 1st and May 1st

Subject/Area (where relevant): English Language
Arts/Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Throughout the 2010-2011 school year, 20 classroom teachers in grades 4-8 will be trained in using the Junior Great Books Program in order to improve better questioning techniques to raise higher order thinking in students.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The Administration (Principal, Two Asst. Principals) will determine through data analysis and observations which teachers exhibit best practices in areas that address our goals • The Principal and Upper Grade Literacy Coach will provide and schedule inter-class and inter-school visitations for classroom teachers to observe lead teachers who exhibit best practices in meeting our goals through differentiation and fluid grouping • Junior Great Books Teacher Trainer will provide two full day training days and 5-10 addittonal in-class team teaching sessions for each teacher • Extended writing pieces will be collected 3x per year by 6 model teachers and will be analyzed by Junior Great Books Organization
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Supervisors – Tax Levy/Title I • Teachers – Tax Levy • Junior Great Books Teacher Trainer - Tax Levy • Literacy Coaches – Tax Levy/ Title I • Math Coaches – Tax Levy/Title I • F Status Teacher - New Teacher Mentor – Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher Observations • Administrator Formal and Informal Observations • Snapshots

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Level I and II math students in the seventh grade will demonstrate mathematics growth on the interim assessment scale scores from November of 2010 to May of 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will provide the following:</p> <ul style="list-style-type: none"> • Fund AIS teacher for pull-out/push-in program • Mathematics coach push-in for small group intervention • Schedule 7th grade subgroup to use Study Island for math • Schedule common preparation periods with classroom teachers • Work with data specialist to deepen staff awareness and understanding of hard and soft data • Work with math coach to deepen staff awareness and understanding of math strands and lessons based on standards • Formal and informal observations • Study Groups • Intervisitations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Supervisors – Tax Levy/Title I • Teachers – Tax Levy • Mathematics Coach – Tax Levy/Title I • Push-in/Pull-out AIS Teachers – Tax Levy/Contracts for Excellence • SETTS Teacher – Tax Levy • F Status Teacher - Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Predictive scale scores from Fall 2010 to Spring of 2011 • Interim Review will be after each Pearson Middle School unit test

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	0	N/A	N/A	0	0	1	0
1	15	0	N/A	N/A	0	0	0	0
2	19	0	N/A	N/A	0	0	0	0
3	21	15	N/A	N/A	2	0	0	0
4	23	18	20	17	1	0	0	0
5	25	24	9	5	1	0	0	0
6	16	21	10	6	3	0	0	0
7	23	19	6	6	2	0	0	0
8	12	15	4	5	1	0	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Ms. Brous, IEP Teacher - K-2 Ms. Durso, AIS - K-2 Ms. Branigan, F Status – 1st grade Ms. Espinosa, Literacy Coach – 2nd grade Ms. Honan, F Status – 3rd grade Mr. Sawczyk, AIS – 4th grade Ms. Dalva, AIS – 5th grade Ms. D’Andre, Literacy Coach – 6th grade Ms. Mayerson – 7th 8th (a/b groups) Ms. Kander – 7th 8th (a/b groups) Ms. Manekas - AIS Gifted classes</p>	<ol style="list-style-type: none"> 1. During School Day (K-8) <ul style="list-style-type: none"> • Foundations – small targeted group • One-to-One – Tutoring of Holdovers, K-2 • Academic Intervention Groups – Push In Gr. 1-3, Pull Out/Push In Gr. 4-8 • Leap Frog – small targeted groups in Gr. 2-3 • Study Island – small targeted groups in all grades • Junior Great Books - A/B groups for shared inquiry 2. After School Academy (Gr. 6-8) <ul style="list-style-type: none"> • Class Groups of 15 targeting ELA skills and test sophistication in math 3. Saturday Morning Academy (Gr. 3-5) <ul style="list-style-type: none"> • Class Groups of 15 targeting ELA skills and test sophistication in math and science
<p>Mathematics: Mr. Gutmann, F Status – 5th & 6th grades Ms. Vigliarolo, Math Coach – 4th, 7th gr. Ms. Honan, F Status - 3rd grade Mr. Sawczyk, AIS - 4th grade Mr. Kashi, 8th gr (6th gr group)</p>	<ol style="list-style-type: none"> 1. During the School Day (K-8) <ul style="list-style-type: none"> • One-to-One – Tutoring of Holdovers, K-3 • Academic Intervention Groups – Push In Gr. 3-6 • Lunchtime Tutoring – Gr. 7-8 2. After School Academy (Gr. 6-8) <ul style="list-style-type: none"> • Class Groups of 15 targeting math skills and test sophistication 3. Saturday Morning Academy (Gr. 3-5) <ul style="list-style-type: none"> • Class Groups of 15 targeting math skills and test sophistication
<p>Science: Ms. Kantrow – 3-5th grades Ms. Wilenski – K-2 grades Ms. Schneider - 7-8th grades</p>	<p>During school day</p>
<p>Social Studies: Ms. Cappa, 7th & 8th grades</p>	<p>During School day</p>

At-risk Services Provided by the Guidance Counselor: Ms. Black – K-8	Daily guidance intervention services during the school day.
At-risk Services Provided by the School Psychologist: Ms. Herzfeld – K-8	Daily psychologist’s intervention services during the school day.
At-risk Services Provided by the Social Worker: Mr. Creamer - K-8	Daily social workers' intervention services during the school day.
At-risk Health-related Services: Ms. Hayes K-8	Daily nursing/health intervention services during the school day.

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.

PS 232, the Walter Ward School in Howard Beach, Queens, provides a free-standing English as a Second Language instructional program to fifth-one (51) mainstreamed and special education students. The main objective of the ESL program is to equip all ELL's (English Language Learners) with tested instructional strategies that will enable them to develop English and improve academic skills. To accomplish this goal, PS 232 has allotted 400 instructional minutes for the beginning and intermediate levels and 250 instructional minutes for the advanced level. (The state mandates 360 minutes for beginning and intermediate levels and 180 minutes for advanced level.) On top of the added instructional minutes, an after-school program designed solely for English Language Learners from November to April of the school year (two days per week).

The instructional strategies and techniques being employed by the state certified ESL teacher supplements any instructional approach used by the classroom teachers. Team teaching and push-in strategies are being implemented on some grade levels. Weekly consultations with the classroom teachers are scheduled. Instruction is based on activating prior knowledge and recognizing the strong correlation between literacy in the first and second languages. English Language Learners participate in read-alouds, interdependent dialogues, partner and echo reading, shadow and whisper reading, silent reading, shared reading, independent reading, and a wide variety of writing activities on a daily basis. In addition, ESL students receive content-based instruction that will enable them to meet standards in math, science, social studies and computer technology.

In addition to instructional practices there are support services provided to our ELL students as follows:

- Tutoring is the 37.5 minutes a day, Monday through Thursday city mandated support service devoted to reading and math intervention
- Speech and Language Therapy is a related service that is delivered to I.E.P. mandated students. These students have expressive receptive, pragmatic, fluency and/or phonological difficulties that affect their academic performance. Therapy is given a minimum of two times per week in 30 minute sessions.

The after-school program designed solely for the English Language Learners from November to April of the school year is offered to twenty-five third to sixth grade ELL participants. Third and fourth graders form the first group and fifth and sixth graders form the second group. This program focuses on content-based instruction not only to provide students with an opportunity to develop integrated knowledge in different subject areas but also to enable them to meet standards in math, science and social studies. Grades 3-6 science and social studies Core Knowledge libraries have been purchased for this after-school program. A full set of NYSELAT practice booklets and lessons, take-home materials, books on tape, leveled readers for guided reading, etc. have been purchased and are used throughout the year. An ESL and general education licensed teacher who is also trained as a shared inquiry specialist conducts scaffolding lessons that will assist learners to move toward new skills, concept on level of understanding. These lessons are conducted twice a week.

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.

Staff Development programmed at PS 232 for 2010-2011 will provide opportunities for teachers to have renewed confidence in dealing with ESL students. The activities as follows are set for the school-year and will demonstrate development and learning for both students and teachers:

- Mandated staff development sessions for new staff and teachers of ELL's
- Monthly scheduled network sponsored staff development sessions for ESL are echoed to the classroom teachers
- Teacher demonstrations of tested learning and teaching strategies
- Scheduled conferences to discuss continuous study of research on writing, reading and English as a Second Language
- Review of instructional strategies to help ELL's maximize learning potential
- Decision-making activities to help teachers pursue their own professional development

Parental Involvement Program –

P.S. 232Q will coordinate and integrate Title III parental involvement strategies under the following other programs and activities:

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home and in the school (library cards, home reading, resource centers, book sales, following directions, reading recipes, workshops, Parent Teacher Association (PTA), Parent Volunteer programs and School Leadership Teams (SLT), etc.
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), Continuing Adult Education Programs, and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator and PTA Co-Presidents with district support, an outreach will be made to parents of students so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title III programs and explain the requirements and their right to be involved.

- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents.
- English as a Second Language (ESL) workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, health care, and financial planning.

Parents with children attending PS 232Q are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring),
- PTA and SLT meetings (monthly)
- Summer Reading Celebrations
- Honor Society Assembly at the end of each marking period
- Culminating celebrations marking their child's success at the school
- Parent workshops and activities (as scheduled by the Parent Coordinator, Guidance Counselor and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

Title III funds will be used to purchase refreshments and snacks for parents during these workshops. A Multicultural Lending library will be purchased with Title III funds to lend to parents to focus on reading at home with Title III students.

Section III. Title III Budget

School: PS 232Q BEDS Code: 342700010232

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$9978	Afterschool Program (Mondays & Tuesdays) 200 hours of per session for ESL and General Educ. teacher to support ELL students: 200 hours x \$49.89 (current teacher per Session rate with fringe = \$9,978.00) 2 teachers x 4 hours wk. X 25 wks x 49.89= \$9,978.00
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$4,500	Leveled Books, Language Dictionaries, NYSELAT practice booklets and practice assessments, books on tape, cassette recorders, headphones
Educational Software (Object Code 199)	N/A	N/A
Travel		
Other - Parental Involvement	\$522	Refreshments and snack Continuing to Build Multicultural Lending Library
TOTAL	\$15,000	

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.**

Parent Surveys

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

Our Parent Coordinator and ESL Teacher held several workshops for parents, and as a result, informed us of the common languages spoken by our parents. We have telephone access to the translators through the Board of Education Translation Phones

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.**

One of our faculty members will translate letters and announcements when possible. We have a number of staff members that speak Spanish. We also have parent volunteers who will help us translate during conferences and workshops.

- 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.**

Two of our faculty members will translate letters and announcements. We have a number of staff members that speak Spanish. We also have parent volunteers who will help us translate during conferences and workshops. We have telephone access to the translators through the Board of Education Translation Phones

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>.**

We will follow Section VII of Chancellor's Regulations A-663 to the best of our ability. Several faculty members and one school para professional will translate whenever possible in the following languages:

1. Spanish
2. Arabic
3. Polish
4. Urdu

Parental notices will be sent in English and other targeted languages (named above) informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notification will be posted in a prominent location near the main office of the school

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		424,745	424,745
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,247		4,247
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	11,111	*	

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.

Parent Involvement Policy of P.S. 232Q
Our Mission

The mission of PS232Q is to ensure that all students acquire knowledge and develop skills and understandings that will enable them to become productive citizens and lifelong learners.

This mission is best accomplished through a structure of communities that are committed to children and that are characterized by strong instructional team leadership, increased opportunities to learn/time on task, climate of high expectations for all students, a safe and orderly school environment, frequent monitoring of students' progress with appropriate instructional adjustments to students' programs, high levels of commitment to student success, an emphasis on teaching for learning, responsive supporting services, and extensive and authentic family/school/community partnerships.

PS232Q is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

PS 232Q, The Walter Ward School, agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. PS 232Q, The Walter Ward School, will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by November 15 of each year in order to adopt this policy.
2. PS 232Q, The Walter Ward School, will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

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

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parents individual information on the level of achievement of the parent’s child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent’s child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- PS 232Q will coordinate and integrate Title I parental involvement strategies under the following other programs and activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home and in the school (library cards, home reading, resource centers, book sales, following directions, reading recipes, workshops, Parent Teacher Association (PTA), Parent Volunteer programs and School Leadership Teams (SLT), etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), Continuing Adult Education Programs, and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator and PTA CoPresidents with district support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by November 15, 2010.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents.
- English as a Second Language (ESL) workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, health care, and financial planning.

School Visitations

Parents with children attending PS 232Q, The Walter Ward School are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring),
- PTA and SLT meetings (monthly)

- Summer Reading Celebrations
- Honor Society Assembly at the end of each marking period
- Culminating celebrations marking their child's success at the school an
- Parent workshops and activities (as scheduled by the Parent Coordinator, Guidance Counselor and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

Professional Development

PS 232Q and CSD27 will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families.

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

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

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

Project Funding

PS 232Q, The Walter Ward School, will set-aside a minimum of 1% of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community.

Parental Involvement Project funds will be used to support parent participation at local and out-of-town conferences, district meetings, school events and activities.

III. Adoption

This policy was adopted by PS 232Q, The Walter Ward School, on 10/24/10 and will be in effect for the period of one (1) year. The school will distribute this policy to all parents (upon request) of participating Title I, Part A children on or before 11/30/10.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA/PTA/PAC and the school's parent coordinator and administration.

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

SCHOOL - PARENT COMPACT

The Walter Ward School, PS 232Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), (participating children), agree that this compact outlines how the parents and the entire school staff will share the responsibility for improved students academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The school will provide high-quality instruction by providing the staff with professional development and consistent monitoring of teaching staff.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent-Conferences will be in November 2010 and March 2011.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report Cards will be distributed three times a year and monthly Progress Reports. Parents will receive results of practice exams. Teachers will call parents when students are falling behind in their subjects.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents can make an appointment with teachers during their daily "Preparation Period". Parents can also come up to the school and meet with guidance counselor or Parent Coordinator who can update them on their child's progress.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents will be able to participate in class celebrations, performances in the auditorium and student group presentation.

Parent Responsibilities

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

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

Please be advised that PS232Q will meet the mandate to:

1. Provide an annual meeting for parents of participating students by: Creating a Parent Association and meeting with them to share program information.
2. Provide parents an organized on-going and timely way to become involved in the planning, review and improvement of Title I programs by: Engaging them in the School Leadership Team process and meeting regularly with them to share information and plan collaboratively.
3. Provide parents with timely information about programs-including school performance profiles, individual student assessments, a description of the curriculum, assessment, and opportunities of parent involvement by: Utilizing the newly created Parent's Association, the Parent Coordinator and activities such as a curriculum night, parent-teacher conferences and Parent Association meetings, share information with the parents.
4. Provide for a jointly developed school-parent compact by: Working collaboratively with the new Parent Association to create, revise and disseminate the compact.

The name of our school's representative to the Region's Title I Parent Advisory Committee is Amy Prince, PTA Co-President

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.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- 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.

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

Key strategies include:

- Emphasis on “researched based instruction” 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.
- Refinement of the citywide approach for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State assessments grades 3-8, the Early Childhood Language Arts System (ECLAS), and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- 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.
- The use of researched based reading instruction to support struggling readers (Foundations Reading, Fountas and Pinnell Benchmarking, Junior Great Books)
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

All schoolwide reform strategies being implemented in PS232Q are designed to implement the District Comprehensive Educational Plan NCLB Addendum.

Another schoolwide initiative will focus upon enhancing student writing. PS232 continues our writing initiative using “Writer’s Workshop” model. This program is designed to enhance students’ ability to write explicitly and clearly for a variety of purposes. Through the Junior Great Books Program, we will also enhance students’ ability to write using evidence from literature. We will implement “Core Knowledge” curriculum schoolwide to add additional rigor to our instructional curriculum. As a result, we anticipate a more vigorous dialogue between students when engaging in Accountable Talk. Finally, we will continue to build on our efforts to develop independence and responsibility in each student through our guidance intervention program (Positive Reinforcement System.) This program will dovetail with our existing “Peer Intervention” initiative to develop students’ ability to handle conflict, empathy, and anger management.

3. Instruction by highly qualified staff.

All teachers hired in PS232Q for the 2010-11 school year are “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional certificates, including NYC Teaching Fellows, and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Teachers in PS232Q 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.

P. S. 232Q and the district 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.

P. S. 232Q will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area, teacher learning styles and specific Core Knowledge.

Professional development for staff will be coordinated at PS232Q by a Professional Development Team, which includes the principal, two assistant principals, two literacy coaches, the math coach, the ELL teacher, the data specialist and classroom teachers. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of staff and students. One Junior Great Books specialist also provides ongoing professional development to our staff in the form of study groups, model lessons, co teaching sessions and planning sessions.

In addition, an in-house teacher mentoring program, which will be a critical component of the support and professional development for new teachers, will be in place for PS232Q. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities, and will also be supported by the Learning Support Organization.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.)
- Parent Coordinator workshops
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Workshops will be offered during daily common preparation periods, as Lunch and Learns, and as After-School Study Groups. Additionally, all coaches will meet with individual teachers and teams to support the goals of enhancing instruction throughout the building. There are two days during the year when students are not in session. These days are set aside to address curriculum and assessment. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results and the removal of the school from "needs improvement" status.

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

The District has assisted all schools in the placement of 100% certified staff. Beginning in the spring of 2010 and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally. The District also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows.

PS 232Q will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms. The Principal will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

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

PS 232Q will implement 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, our school has hired a full-time Parent Coordinator whose sole responsibility is to promote parent engagement and address parents' questions and concerns. Additionally, PS232Q will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

Additional support for PS232 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.

The Parent Coordinator in our school is charged with the primary goal of increasing parent involvement. She has received a series of grants to engage the community in becoming more involved with our school. Special events and parent recognition are key factors in beginning a stronger partnership with the school. Classes in ESL and Computer Technology were offered to our parents. Each month, a series of workshops is provided for parents at different times during the day. This is done to accommodate their work schedules. The workshops have been informative and practical. Parents have learned about the curriculum and ways to support their child's academic learning. Additionally, workshops have been presented on parenting skills, health issues, and money management.

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. In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the "moving-on" experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School PreKindergartens and Special Education PreSchools as follows:

Ongoing Communication for Staff

- Invite staff of the preschool and kindergarten programs to participate in exchange visits..
- A list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The PreKindergarten standards will also be shared with the Kindergarten staff and supervisors.
- Share Department of Education curriculum and standards for kindergarten with CBO agencies in order to expose them to what will come next.

Transition Activities for Children

- Schedule a visit or a series of visits to the new school for the children
- Provide pre-kindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten
- Organize a PreKindergarten Day for parents and children who will be attending Kindergarten in the public school the following year

Involvement of Parents in Transition

- Provide parents with information about the school their child will be attending

- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.
- Organize and implement a Kindergarten Fair at each elementary school.
- Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.
- Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.

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 PS232Q 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.

During staff development meetings, grade level meetings, conversations with coaches, teachers and administrators work collaboratively to analyze student work, establish rubrics and benchmarks, and develop instructional goals to increase student achievement. Teachers frequently review unit tests, portfolios, and class performance to assess student needs and identify next steps for planning of instruction.

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

PS232Q will use disaggregated data including State, Acuity assessments, ECLAS and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided, as financially feasible, to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, it is our intention that all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards as determined by Periodic Assessments, will receive appropriately targeted services.

10. Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities. Level I and II students will be assigned to tutoring classes Mondays through Thursdays, for 30 minutes, for further small group instructional support.

Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities. Level I and II students will be assigned to tutoring classes Mondays through Thursdays, for 30 minutes, for further small group instructional support.

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

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

With the support of the Learning Support Organization and monitoring of instructional programs by local and state representatives, coordination is guaranteed.

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

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

-
- **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.

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We have 3 students who are in Temporary Housing.

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

In accordance with CR A-780, PS232Q provides equal access to students in temporary housing as provided to all children permanently housed in the local community to include enrollment support, medical support, free school meals, transportation via DOE provided school buses or MetroCards, attendance tracking and support, guidance support and before and after-school programs in the same manner as provided to all students. Our Family Assistant provides family related support, community outreach and referrals and services as families move or transition into permanent housing. Our Parent Coordinator provides McKinney-Vento Act Guides and Residency Questionnaires in accordance with Attachment # 2 of CR A-780.

Part B: FOR NON-TITLE I SCHOOLS

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

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 232 Lindenwood					
District:	27	DBN:	27Q232	School		342700010232

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.7	94.6	94.7
Kindergarten	116	120	121				
Grade 1	111	134	137	Student Stability - % of Enrollment:			
Grade 2	118	106	146	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	109	108	115		96.4	96.6	97.0
Grade 4	93	104	116				
Grade 5	105	98	109	Poverty Rate - % of Enrollment:			
Grade 6	91	102	93	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	74	78	94		46.4	57.9	57.9
Grade 8	75	72	76				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	8	6
Grade 12	0	0	0				
Ungraded	2	2	3	Recent Immigrants - Total Number:			
Total	894	924	1010	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	3	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	67	62	41	Principal Suspensions	1	6	6
# in Collaborative Team Teaching (CTT) Classes	8	8	32	Superintendent Suspensions	0	5	4
Number all others	52	60	65				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	57	61	67
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	15	9
# receiving ESL services only	36	38	TBD				
# ELLs with IEPs	0	5	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	2	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	68.4	67.2	82.1
				% more than 5 years teaching anywhere	63.2	57.4	61.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	87.0	86.6
American Indian or Alaska Native	0.6	0.6	0.6	% core classes taught by "highly qualified" teachers	95.6	100.0	100.0
Black or African American	7.9	8.0	8.4				
Hispanic or Latino	38.5	36.4	37.6				
Asian or Native Hawaiian/Other Pacific	13.8	13.6	13.3				
White	39.3	40.6	40.1				
Male	52.5	51.3	52.0				
Female	47.5	48.7	48.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	60.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	11.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	33.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	5.8					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 27	School Number 232	School Name Walter Ward School
Principal Ms. Lisa Josephson		Assistant Principal Ms. Aileen Leibmann	
Coach Ms. Lori D'Andrea		Coach Ms. Regina Espinosa	
Teacher/Subject Area Mr. Junno Naguit		Guidance Counselor Ms. Annette Black	
Teacher/Subject Area Mr. James Cameron		Parent Ms. Girgis	
Teacher/Subject Area Ms. Christina Armenia		Parent Coordinator Ms. Debbie Falcone	
Related Service Provider Ms. Linda Dunetz		Other type here	
Network Leader Ms. Joanne Brucella		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	1009	Total Number of ELLs	51	ELLs as Share of Total Student Population (%)	5.05%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- 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.)
 - 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.

At PS 232 the Home Language Identification Survey (HLIS) is administered at registration. Then an Informal oral interview in English and in the parent's native language is conducted by the ESL Teacher or the Assistant Principal.

The results NYSELAT is administered and the results are used to determine the placement of students in different levels. After identifying the students weaknesses, they are addressed through customized lessons.

In the beginning of the year, a Parent Orientation Workshop for New English Language Learners (ELL's) is conducted. The letters explaining the three program choices are presented and the video is shown in the home language of the parents during the orientation. The Parent Survey results indicated the majority of the parents preferred their children to participate in the free-standing ESL Program. The Bilingual Hispanic parents reject the transfer option when it is presented to them.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	15	9	8	4	4	6	1	4						51
Total	15	9	8	4	4	6	1	4	0	0	0	0	0	51

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	45
SIFE	4	ELLs receiving service 4-6 years	5
		Special Education	4
		Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	45	4	2	5	0	1	1	0	1	51
Total	45	4	2	5	0	1	1	0	1	51

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

C. Home Language Breakdown and ELL Programs

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

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

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

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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	3	2	3	3	1	3	0					22
Chinese	2													2
Russian	1	0	3											4
Bengali	0	1												1
Urdu	4	5	0	0	0	2								11
Arabic	1	0	0	0	0	1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	2	0	1											3
Albanian	0							1						1
Other	1	0	1	2	1									5
TOTAL	15	9	8	4	4	6	1	4	0	0	0	0	0	51

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.

PS 232, the Walter Ward School in Howard Beach, Queens, provides a free-standing English as a Second Language (ESL) instructional program to fifty-one (51) mainstreamed and special education students. The main objective of the ESL program is to equip all ELL's (English Language Learners) with tested instructional strategies that will enable them to develop English language proficiency and improve academic skills. To accomplish this goal, PS 232 has allotted 400 instructional minutes for the beginning and intermediate levels and 250 instructional minutes for the advanced level. (The state mandates 360 minutes for beginning and intermediate levels and 180 minutes for advanced level.) On top of the added instructional minutes, we have an after-school program designed solely for English Language Learners from October to April of the school year (two days per week).

The students in the ESL Program are grouped according to their proficiency levels. The groups are as follows: grades one and two are seen separately, grades two, three and four are grouped together, and grades five and six are grouped together. The various groups receive differentiated instruction according to their individual needs. The Lower grades (K-3) students who struggle with reading use the Foundations and Wilson Reading Program to help develop early literacy skills. Students in the upper grades (4-7) also use the Wilson Reading Program to develop phonics and reading comprehension skills. In addition, the Shared Inquiry Methodology is used to further develop the critical thinking and problem solving skills.

The ELL students receiving services for four to six years participate in read alouds, interdependent dialogues, partner and echo reading, shared reading, shadow and whisper reading, silent reading, independent reading, and a wide variety of writing activities on a daily basis.

The Long term ELL students use the Wilson Program to develop phonics and reading comprehension skills. They also use the Shared Inquiry Methodology to enhance their critical thinking and problem solving skills. Long term ELL students are mandated to attend the ELL after school program. The after school program meets twice a week to provide extra help in developing literacy skills as well as oral communication skills. The program also reinforces the learning skills that are taught during the instructional day. Students are encouraged to participate in the Saturday program along with their mainstreamed ELL peers. In certain instances, some ELL students may require other intervention services to facilitate their academic advancement. These students are looked at by the Pupil Personnel Team (PPT) within our school to determine how to meet the needs of individual students not meeting their academic benchmarks. In some instances, students are in alternative Placements for special education. These students have their own educational assistants who assist them in the classroom in their native language as well as in English. In addition, these students receive their mandated ESL periods of instruction depending on their Individualized Educational Plans (IEP's).

The Lower grade students participate in the Early Childhood Literacy Assessment (ECLAS). The middle and upper grade students take the interim assessments in the content areas and in English. However, most of our ELL students use the NYSELAT as their assessment measure rather than the NYSELA Assessment.

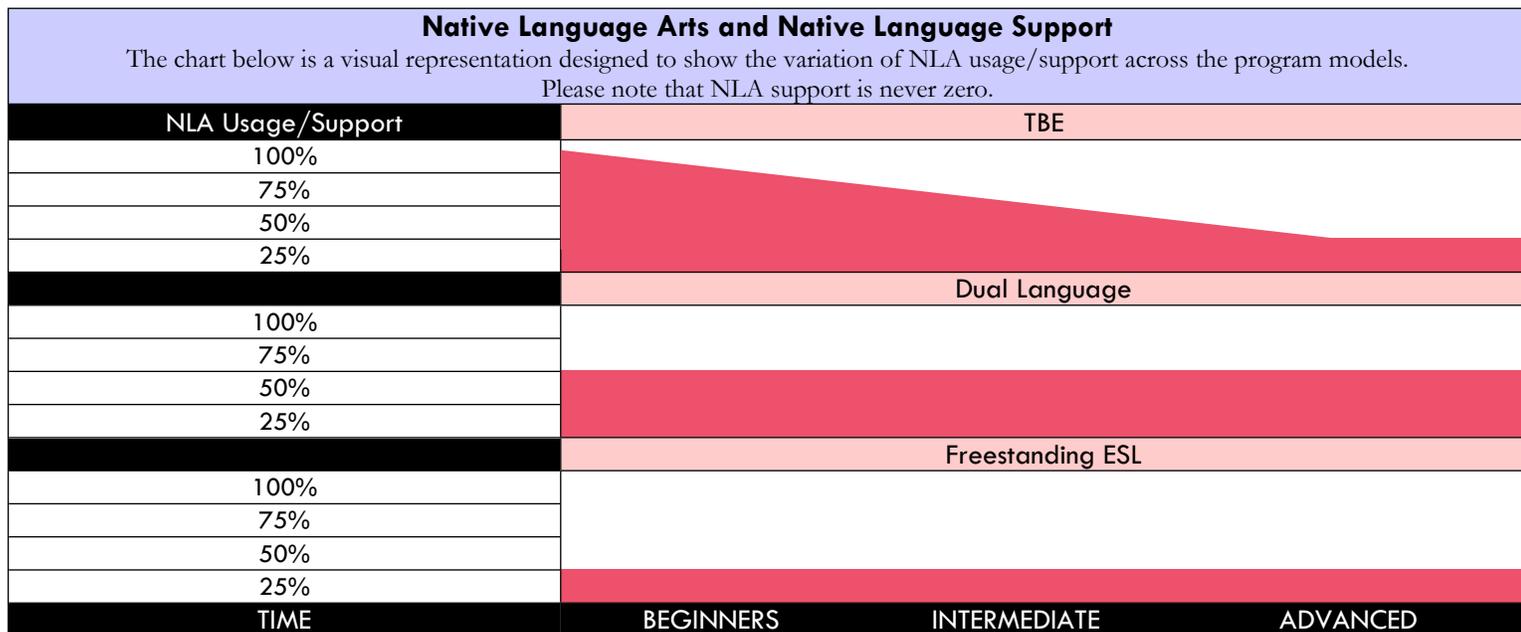
The Language Allocation Policy adheres to the principle stated in the Continuum for Academic Rigor (CARE) document. In order for the ELL students to meet the same academic expectations as the non-Ell students, they must participate fully in all school activities. It is critical that each ELL student receive the necessary support to achieve academic success. The ELL students' instructional strategies are scaffolded in their

academic language as well as modeled English. In addition, students will develop social and academic language through performance based tasks and ongoing assessments will occur at regular intervals.

The instructional strategies and techniques being employed by the state certified ELL teacher supplements the instructional approaches used by the classroom teachers. Team teaching and push-in strategies are being implemented on some grade levels. As well as weekly consultations with the classroom teachers are scheduled to allow collaborative planning of instruction. The instruction is based on activating prior knowledge and recognizing the strong correlation between literacy in the first and second languages. English Language Learners participate in read-alouds, interdependent dialogues, partner and echo reading, shadow and whisper reading, silent reading, shared reading, independent reading, and a wide variety of writing activities on a daily basis. In addition, ESL students receive content-based instruction that will enable them to meet grade level standards in Math, Science, Social Studies and Computer Technology.-

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

The Language Allocation Policy adheres to the principle stated in the Continuum for Academic Rigor (CARE) document. In order for the ELL students to meet the same academic expectations as the non-ELL students, they must participate fully in all school activities. It is critical that each ELL student receive the necessary support to achieve academic success. The ELL students' instructional strategies are scaffolded in their academic language as well as modeled English. In addition, students will develop social and academic language through performance based tasks and ongoing assessments will occur at regular intervals.

PS 232 provides ESL instruction to forty-three mainstreamed and special education students. The main objective of the ESL program is to equip all ELL's with tested instructional strategies that will enable them to further develop in their use of the English Language and improve their academic skills. To accomplish this goal, PS 232 has allotted 400 instructional minutes for the beginning and intermediate levels, and 250 minutes for the advanced level. (The state mandates 360 minutes for beginners and intermediate and 180 minutes or advanced). On top of the added minutes, an after-school program designed for English Language Learners has been scheduled from October 2010 to June 2011. Two classes have been formed for quality ELL based lessons. The instructional strategies and techniques being employed by the ELL teacher corresponds to the instructional approaches used by the classroom teachers.

The instruction is based on activating prior knowledge and recognizing the strong correlation between literacy in the first and second language. English Language Learners participate in read-alouds, interdependent dialogues, partner and echo reading, shadow, whisper and silent reading, shared reading, independent reading and writing activities on a daily basis. In addition, ELL students receive content-based instructions that will enable them to meet the standards in Math, Science, Social Studies and Computer Technology. To make these strategies and techniques effective, PS 232 has purchased well-written and high interest books and other materials. Some of these are the Math Classroom Library Series (K-8), Multicultural Series (K-8), Early Phonics Readers (K-3), Companion Books to Phonics Readers (K-3), Rigby's on Our Way to English (3-5), Time for Kids Readers (K-3), and Breakthrough by Steck-Vaughn (4-7).

English Language Learners (ELL's) are entitled to attend before school, after school and Saturday programs along with the mainstreamed students. There is consistent communication with classroom teachers and the ESL teacher to discuss the progress of the students they both service. In certain instances, some ESL students may require other intervention services to facilitate their academic advancement. Students are looked at by the Pupil Personnel Team (PPT) within our school to determine how to meet the needs of individual students not meeting their academic benchmarks.

In addition to instructional practices there are support services provided to our ELL students as follows:

- Tutoring is the 37.5 minutes a day, Monday through Thursday city mandated support service devoted to reading and math

intervention

- Wilson Reading System is based on research and Orton-Gillingham philosophy. It provides a teacher-friendly, comprehensive program that incorporates the principles of teaching reading and writing. Its essential components are phonemic awareness, decoding alphabetic principle (sound/symbol relationship), encoding (spelling), advanced word analysis, vocabulary development, right word instruction, meta-cognition, fluency and comprehension strategies.
- Speech and Language Therapy is a related service that is delivered to I.E.P. mandated students. These students have expressive receptive, pragmatic, fluency, motoric and/or phonological difficulties that affect their academic performance. Therapy is given a minimum of two times per week in 30 minute sessions.

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)?

N/A

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.

The Staff Development program at PS 232 for 2010-2011 provides opportunities for teachers to have renewed confidence in dealing with ELL students. The activities as follows are set for the school-year and will demonstrate the development and learning for both students and teachers:

- Mandated seven in a half hour staff development sessions are conducted throughout the year for new staff, teachers of ELL's, Assistant Principals, Paraprofessionals, Guidance Counselors, Secretaries, Speech Therapist, Occupational Therapist and the Parent Coordinator
- Monthly scheduled district/cohort sponsored staff development sessions for ELL's are echoed to the classroom teachers
- Teacher demonstrations of tested learning and teaching strategies
- Scheduled conferences to discuss continuous study of research on writing, reading and English as a Second Language
- Review of instructional strategies to help ELL's maximize their learning potential
- Decision-making activities to help teachers pursue their own professional development

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?

P.S. 232Q coordinate and integrates Title III parental involvement strategies under the following other programs and activities:

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school encourages parents to join in learning activities at home and in the school (library cards, home reading, resource centers, book sales, following directions, reading recipes, workshops, Parent Teacher Association (PTA), Parent Volunteer programs and School Leadership Teams (SLT), etc.
- The school helps parents gain access to support services by other agencies, such as health care, Supplemental Educational Services

(SES), Academic Intervention Services (AIS), Continuing Adult Education Programs, and childcare programs.

- The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - The State's academic content standards
 - The State's student academic achievement standards
 - The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents are encouraged to attend PTA meetings that are held at times that are convenient for parents. When necessary, translators are available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations are made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator and PTA Co-Presidents with district support, an outreach is made to parents of students so that these families will be involved in all parent/school activities.
- Parents are invited to attend an annual meeting to inform them about the school's participation in Title III programs and explain the requirements and their right to be involved.
- School publications (i.e. pamphlets, newsletters, and letters to parents) are used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar is disseminated each month to all parents.
- English as a Second Language (ESL) workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, health care, and financial planning.

Parents with children attending PS 232Q, The Walter Ward School are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring),
- PTA and SLT meetings (monthly)
- Summer Reading Celebrations
- Honor Society Assembly at the end of each marking period
- Culminating celebrations marking their child's success at the school
- Parent workshops and activities (as scheduled by the Parent Coordinator, Guidance Counselor and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

Title III funds are used to purchase refreshments and snacks for parents during these workshops. A Multicultural Lending library will be purchased with Title III funds to lend to parents to focus on reading at home with Title III students.

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)	15	2	1	2	1	2	1							24
Intermediate(I)	0	7	3	2	2	1		3						18
Advanced (A)			4		1	3		1						9
Total	15	9	8	4	4	6	1	4	0	0	0	0	0	51

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

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

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Based on the LAB-R and NYSESLAT results, the chart breakdown on page 7 (FREESTANDING ENGLISH AS A SECOND LANGUAGE) indicates the four modalities at the various grade levels.

These test results reveal a very clear pattern across proficiency levels and grades. Most students in the lower grades (K-3), as well as in the middle and upper grades (4-6), score higher in the listening and speaking portions than in the reading and writing subtests. This school year the ELL program has faced this challenge head-on. Lessons are tailored to meet the needs of the students in reading and writing. Writing is a social process for second-language learners just as it is for any other writer.

ELL at PS 232 has vigorously implemented the reading prototype from kindergarten to seventh grade. Extra attention is assigned to structured and creative writing. Literacy instruction takes place in the context of a rich and challenging reading and writing curriculum. Since reading and writing are a part of language development for second language learners, students should be involved with writing and reading right from the start, whether or not they can speak fluently. To ensure quality writing across grade levels, the ELL teacher uses well written, high interest literature that provides models for good writing. Students have shown difficulties in expressing themselves in writing. PS 232 believes the ELL's benefit from a great deal of teacher modeling, shared writing, activities, and the use of graphic organizers. Students write on a daily basis. Students also need to improve in the areas of literal and in interpretative comprehension.

Lower grade ELL's participate in ECLAS and Fountas and Pinell Assessments. Middle and upper grade students take the interim assessments in the content areas in English.

The students in our ELL program are assessed only in English.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the the school has met the intent and purposes of each program whose funds are consolidated. Indicate page number for each program activity.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal			x	0	n/a
Title I, Part A (ARRA)	Federal	x			424,745	x
Title II, Part A	Federal	x			243,176	x
Title III, Part A	Federal	x			15,000	x
Title IV	Federal			x	0	n/a
IDEA	Federal			x	0	n/a
Tax Levy	Local	x			4,949,062	x

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

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

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

