



P.S. 234

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 234
ADDRESS: 30-15 29 STREET
TELEPHONE: 718-932-5650
FAX: 718-932-5398

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 343000010234 **SCHOOL NAME:** P.S. 234

SCHOOL ADDRESS: 30-15 29 STREET, QUEENS, NY, 11102

SCHOOL TELEPHONE: 718-932-5650 **FAX:** 718-932-5398

SCHOOL CONTACT PERSON: THEA PALLOS **EMAIL ADDRESS:** TPallos@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Erica Thus

PRINCIPAL: THEA PALLOS

UFT CHAPTER LEADER: Sonya Gimondo

PARENTS' ASSOCIATION PRESIDENT: Jane Patterson/Zia Quereshi

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: ALTAGRAC SANTANA/Wladimir Pierre

SUPERINTENDENT: PHIL COMPOSTO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Thea Pallos	Principal	Electronic Signature Approved.
Frances Papadimitropoulos	UFT Member	Electronic Signature Approved. Comments: yes

* 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.

Thus far, the following class allocations have been created:

Grades	Number of classes
Pre-Kindergarten	2 classes (1 AM and 1 PM)
Kindergarten	one 12:1:1 self contained Special Education class plus one CTT class*
First Grade	one 12:1:1 self contained Special Education class
Second Grade	4 classes
Third Grade	4 classes
Fourth Grade	4 classes plus one 12:1:1 self contained Special Education class*
Fifth Grade	4 classes plus one 12:1:1 self contained Special Education class*

As of 10/10, the enrollment is **703** pupils.

Interdisciplinary activities and a theme based approach to provide project based enrichment opportunities are used. Focus on the development and enhancement of reading skills and intervention strategies have been implemented. All classrooms have libraries with all genres. The Wilson and the Wilson Foundations are used to assist the students with phonetic skills. The ELL special education students use the Treasure Chest Program to build literacy skills. Promethean boards are used for varied literacy and mathematically based technology activities. They are also used to collect data to assess and create student goals highlighting student strengths and weaknesses. Data is used to differentiate instruction and scaffold learning.

Professional development sessions are conducted in the enhancement of skills, strategies, and techniques. The Assistant Principals and Intervention Specialists guide teachers in the design of cooperative lessons and techniques. Professional development is given to all teachers of Special Needs learners to ensure differentiation and alignment of curriculum to the mainstream.

We use Everyday Mathematics which is well equipped with a multitude of manipulatives. All libraries reflect math titles linked to literacy. Each classroom has a Math Center. "Math is everywhere" is the underlying philosophy for all Math instruction.

Through active supervision and professional development conducted by the administration and lead teachers, teachers will continue to be trained in how to use and implement the program into their classrooms.

The ELL Program at P.S. 234Q consists of 151 students for the 2010-2011 school year. Program selection for the incoming students was based on Home Language Survey, Parent Survey and Parent Orientation data. The remaining students receive a letter offering their parents to opt to remain in the program or choose another program. The surveys and parent data are reviewed annually in order to identify the need for other programs such as Bilingual, Dual Language and Free Standing ESL to aid and enrich the needs of the students. It was determined Free Standing ESL classes were most requested.

Four self-contained Special Education classes with a 12:1:1 ratio and 1 CTT exist and are staffed by Certified Special Education teachers. The SETTS provider pulls out IEP mandated students as well as identified at-risk students supporting students' identified academic needs in core areas through skill based instruction. Special Education teachers have also received training and support from the Birch Institute.

P.S.234Q commits itself to parent involvement. Parents work collaboratively with the principal to develop a strong parent component within the school environment. We continue to implement orientation meetings, workshops and handbooks for parents. Monthly PTA meetings highlight student accomplishments and talents.

In the Arts, there is one certified teacher of the visual arts and a licensed music teacher who services students in instrumental, vocal and music appreciation. The music teacher has been trained by Music in the Brain. Students are invited to attend the Drama program. Third grade students have Word projects. Grants are being sought to obtain funding to support additional Arts. Students are enriched through technology in grades K through 5. Laptops are available for every grade.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT															
School Name:	P.S. 234														
District:	30	DBN #:	30Q234	School BEDS Code:											
DEMOGRAPHICS															
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7						
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded									
Enrollment:				Attendance: - % of days students attended*:											
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10								
Pre-K	36	35	36		94.5	95	TBD								
Kindergarten	112	102	104	Student Stability - % of Enrollment:											
Grade 1	116	112	102												
Grade 2	120	113	111												
Grade 3	99	118	109												
Grade 4	112	95	113	(As of June 30)	2007-08	2008-09	2009-10								
Grade 5	94	112	103		95.9	94.52	TBD								
Grade 6	0	0	0	Poverty Rate - % of Enrollment:											
Grade 7	0	0	0												
Grade 8	0	0	0												
Grade 9	0	0	0												
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10								
Grade 11	0	0	0		11	9	TBD								
Grade 12	0	0	0	Students in Temporary Housing - Total Number:											
Ungraded	4	3	10												
Total	693	690	688												
				(As of October 31)	2007-08	2008-09	2009-10								
					27	14	11								
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:											
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10								
# in Self-Contained Classes	42	38	36	Principal Suspensions	10	10	TBD								
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	TBD								
Number all others	26	30	29	Special High School Programs - Total Number:											
<i>These students are included in the enrollment information above.</i>															
										(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)										CTE Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0								

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	227	207	171	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	12	6	28	Number of Teachers	59	59	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	20	18	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	96.6	TBD
				% more than 2 years teaching in this school	76.3	74.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	47.5	52.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	90	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	98.1	TBD
Black or African American	4.8	4.9	2.9				
Hispanic or Latino	43.9	43.8	42.2				
Asian or Native Hawaiian/Other Pacific Isl.	26.1	25.5	26.6				
White	25.2	25.2	25.3				
Multi-racial							
Male	48.5	48	46.1				
Female	51.5	52	53.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1 Basic <input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
Comprehensive <input type="checkbox"/> Focused <input type="checkbox"/>							
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			

Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√	-				
Multiracial	-	-	-				
Students with Disabilities	X	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	99	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	55.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student progress for English Language Arts indicates the following:

- **1 Year of Progress:**

77% of all students achieved **levels 3** and **4** on the 2008-2009 NYS ELA Exam, **62%** on the 2009-2010 NYS ELA Exam. This shows a decrease of **15%** of all students making progress.

ELA Performance Trends : Two-Year Performance Trends

Two- Year Trend Analysis of NYS ELA Exam

Performance of All Students on NYS ELA Exam 2010

ELA	totals	1	#	2	#	3	#	4	#
Overall School	317	6%	19	32%	101	48%	152	14%	44
3 rd Grade	110	4%	4	22%	24	54%	59	21%	23
4 th Grade	109	5%	5	39%	42	47%	51	10%	11
5 th Grade	98	11%	10	35%	34	43%	42	11%	10

Performance of All Students on NYS ELA Exam 2009

ELA	totals	1	#	2	#	3	#	4	#

Overall School	315	6%	19	18%	57	67%	211	10%	31
3 rd Grade	113	7%	8	16%	18	65%	73	12%	14
4 th Grade	93	8%	7	9%	8	73%	68	11%	10
5 th Grade	109	3%	3	28%	31	63%	69	6%	7

Data Source: NYS ELA Exam Results from 2008-2009 and 2009-2010.

Over a two-year period from 2009-2010, the number of all students tested on the NYS Exam in ELA increased from 315 to 317. The percentage of scoring at a level 2 increased from 18% to 32%. In addition, there was a decrease of level 3's from 67% to 48%. An analysis of this two-year trend in ELA on the NYS Exam indicates a decrease in levels 3 and 4 and an increase in levels 1 and 2.

Math Performance Trends:

Two- Year Trend Analysis of NYS Math Exam

Performance of All Students on NYS Math Exam 2010

Math	totals	1	#	2	#	3	#	4	#
Overall School	325	1%	3	28%	91	37%	120	34%	110
3 rd Grade	110	1%	1	22%	24	41%	45	36%	40
4 th Grade	110	1%	1	36%	40	32%	35	31%	34
5 th Grade	105	1%	1	25%	26	38%	40	36%	37

Performance of All Students on NYS Math Exam 2009

Math	totals	1	#	2	#	3	#	4	#
Overall School	303	3%	9	10%	30	57%	172	31%	94
3 rd Grade	108	6%	6	15%	16	51%	55	28%	30
4 th Grade	90	12%	11	18%	16	46%	41	25%	23
5 th Grade	105	7%	7	14.3%	14	51.3%	53	28%	29

Data Source: NYS Math Results from 2008-2009 and 2009-2010.

Over a two-year period from 2008-2010, the number of all students tested on the NYS Exam in Math decreased from 303 to 325. The percentage of students scoring at a level 2 increased from 10% to 28%. In addition, percentage of students achieving level 3 remained the same and there was an increase of level 4's from 31 % to 34%. An analysis of this two-year trend indicates no significant change for level 3's, an increase in level 2's and level 4's.

Performance of Students with Special Needs on NYS ELA Exam 2009

ELA	totals	1	#	2	#	3	#	4	#

Overall School	48	33%	16	42%	20	25%	12	0%	0
3 rd Grade	11	64%	7	27%	3	9%	1	0%	0
4 th Grade	19	37%	7	26%	5	37%	7	0%	0
5 th Grade	18	11%	2	67%	12	22%	4	0%	0

Data Source: NYS ELA Exam Results from 2008-2009 and 2009-2010.

Performance of Students with Special Needs on NYS ELA Exam 2010

ELA	totals	1	#	2	#	3	#	4	#
Overall School	42	29%	12	43%	18	26%	11	2%	1
3 rd Grade	12	25%	3	33%	4	33%	4	8%	1
4 th Grade	10	50%	5	40%	4	10%	1	0%	0
5 th Grade	20	20%	4	50%	10	30%	6	0%	0

Data Source: NYS ELA Exam Results from 2008-2009 and 2009-2010.

Over a two-year period from 2009-2010, the number of students with special needs tested on the NYS Exam in ELA decreased from 48 to 42. The percentage of scoring at a level 2 increased from 42% to 43%. There was an increase of level 3's and 4's from 25% to 28%. In addition, there was a decrease of level 1's, from 33 % to 29%. An analysis of this two-year trend in ELA on the NYS Exam for students with special needs indicates a positive increase in performance.

Social Studies Performance Trends:

Two- Year Trend Analysis of Grade 5 NYS Social Studies assessment

Performance of All Students on Grade 5 NYS Social Studies assessment

Grade 5 NYS S.S Exam	Total Students tested	Levels 3 and 4	Percentage	Levels 1 and 2	Percentage
2008-2009	111	88	79.27%	23	20.72%
2009-2010	96	86	89.58%	10	10.41%
Grade 5 NYS S.S Exam	Total ELL Students tested	Levels 3 and 4	Percentage	Levels 1 and 2	Percentage
2008-2009	28	15	53.57%	13	46.42%
2009-2010	20	14	70%	6	30%
Grade 5 NYS S.S Exam	Total Special Education Students tested	Levels 3 and 4	Percentage	Levels 1 and 2	Percentage

2008-2009	17	7	41.17%	10	58.82%
2009-2010	22	16	72.72%	6	27.27%

Data from the previous Comprehensive information report 2008-2009 for grade 5 in Social Studies indicated **111** students tested, **23** students scored at levels **1** and **2** and **88** students scored at levels **3** and **4**, indicating that about **79%** of students tested, scored at or above a **Level 3** and about **21%** scored at a **Level 1** or **2**.

New data from the 2009-2010 NYS Social Studies Grade 5 assessment indicates that out of **96** students tested, **10** students scored at levels **1** and **2** and **86** students scored at levels **3** and **4**, indicating that about **89%** of students tested scored at or above a **Level 3** and about **11%** scored at a **Level 1** or **2**.

Our new data from the 2009-2010 school year, indicates a 10 % increase (from 79% to 89%) of students performing at or above level 3, thereby surpassing our school goal that was set at 80% of our students scoring at or above a Level 3 on the 2009-2010 NYS Social Studies Grade 5 assessment. This positive growth in the number of students achieving and exceeding NYSED standards in Social Studies exemplifies an increase of knowledge and utilization of the Social Studies concepts according to the NYS standards. The progress of Level 1 and 2 students will constantly be monitored and appropriate modifications for learning will continue to be put into place to better address the needs of all students. A further analysis of grade 5 NYS Social Studies assessment results over the two-year period from 2008 to 2010 indicates the following:

- Results for **all tested students** indicate a **10%** increase (from **79%** to **89%**) of students performing at or above level 3.
- Results for English Language Learners indicate a **23%** increase (from **54%** to **70%**) of students performing at level 3 and above. Results for Special education students indicate an **18%** increase (from **54%** to **72%**) of students performing at level 3 and above. A further analysis of the results over the two-year period from 2008 to 2010 indicates the following:

The finding of the AYP Predictive assessments resulted in the identification of several priorities for improving student performance:

Listening: What students do for literary response and expression.

In grade 4, 23% of students were identified who did not meet the NYS standard:

Listening: What students do for literary response and expression.

In grade 5, 40% of students were identified who did not meet the NYS standard:

Writing: What students do for information and understanding.

Priorities for improving 5th grade students' performance includes the implementation of effective strategies to address the large number of students lacking the organization of facts into a coherent whole. Specific strategies will include the composition of informational pieces where students will organize information into categories and will use underlying structures such as description, comparison and contrast, cause and effect, time sequence and problem and solution. Author studies, Interviews (with an author or expert), "How to" books, and "All about" books.

Students in grades 3 and 4 will receive explicit small group instruction in Thinking Beyond and About the text through various systems of strategic actions such as predicting, making connections, inferring, synthesizing, analyzing and critiquing. In addition, an increase in modeling of the ways of thinking in the lower grades will also be implemented as the demands of the leveled texts gradually increase in difficulty.

A review of data indicates student needs across the grades in the following literary skills:

- Identifying words in context
- Sequence
- Drawing conclusions
- Understanding literary terms

A review of student portfolios and teacher observations confirms the data and also reveals that students are demonstrating weakness in expository writing.

Based on our analysis of the data, and all relevant findings, the following are our greatest accomplishments for our ELA instructional program:

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 90 minute instructional period and daily writing activities.
- The enhancement of a school wide literacy program with a focus in aligning instruction in all classes, including special education and ESL classes.
- Continued provision of intensive academic intervention resources to all students who are not meeting state standards
- Enhancement of intensive Inquiry Team work with teachers of the students who have exceeded state standards for the purpose of maintenance.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.
- Familiarization with the use of reading strategies that are based on scientifically based research in the six dimensions of reading.
 - Understanding how phonemes (speech sounds) are connected to print-phonemic awareness
 - Being able to decode unfamiliar words
 - Being able to read fluently
 - Attaining background knowledge and vocabulary to foster reading comprehension
 - Developing appropriate active strategies to construct meaning from print-comprehension
 - Maintaining motivation to read
- Pacing calendars will be maintained for each grade level; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet standards.
- Teachers will use data from multiple assessments and data bases such as ARIS, Acuity and Performance Series to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.



SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 6 of the 12, (50%), students in the 4 th and 5 th Self Contained setting will show an increase of 125 scaled score points from an average of 1609 to 1734 as measured by the Performance Series Exam.	<input type="checkbox"/> <p>Pre/Post Assessments will be administered and used to target learning objectives that have caused reading frustration.</p> <p>A daily two-hour literacy block will be used in the classroom for whole and small group differentiated instruction.</p> <p>Teachers will use shared reading as a way to guide comprehension instruction through modeling his or her thought process.</p> <p>Student understanding will be monitored by engaging them in meaningful questioning activities that focus on literal, inferential and application questions.</p> <p>An additional “support teacher” will work with students using additional instructionally appropriate material that targets the same skills simultaneously to yield better readers.</p> <p>Professional Development opportunities will be continuously offered that are tailored to teachers specific needs.</p>
<input type="checkbox"/> By June 2011, 67% of 3 rd , 4 th and 5 th graders will achieve proficiency of levels 3 and 4 as measured by the NYS ELA Exam.	<input type="checkbox"/> <p>Students ELA test results will be analyzed and strands will be identified in order for teachers to provide targeted support and instructional level reading.</p> <p>Provide teachers with time to collaborate with their colleagues in order to share successful strategies that address specific reading skills.</p> <p>Teachers will be engaged in professional development opportunities. *Book clubs and literature circles will be emphasized so students can read and respond to books with each other.</p> <p>Teachers will develop and use literacy stations to provide independent practice for students.</p> <p>Intervention teachers will be assigned to students</p>

	<p>who exhibit weekly test results with no growth and provide a “double dose of reading” with adjusted instruction as needed.</p>
<p><input type="checkbox"/> By June 2011, 76% of 3rd,4th and 5th graders will achieve proficiency of levels 3 and 4 as measured by the NYS Math Exam.</p>	<p><input type="checkbox"/> Students are invited to after school support systems for tutoring. Teachers will track student needs and performance by using curriculum benchmark assessments. Teachers will be engaged in professional development opportunities. Supplemental materials will be used to target pupils in need of specific skills in preparation for the test. *Math instruction is driven by pre/post assessments generated by the needs of the students. *Teachers will track progress and continually monitor the essential knowledge students will need to reach expectations</p>
<p><input type="checkbox"/> Students that are in the 4th grade general education classes will show performance of levels 3 and 4 on the NYS Science exam.</p>	<p><input type="checkbox"/> The current level of achievement will be analyzed to improve student learning in all hands on areas of science. Two science teachers will collaborate with each other in using research based strategies that work. The teaching of Science through Literacy will be implemented alongside the new CCSS. Classroom teachers and Science Clusters will discuss how to develop students’ critical thinking, learning skills, and informal science learning during curriculum planning meetings. Students are invited to after school support systems. K-3 teachers will implement the use of scientific inquiry where students become motivated and inspired early.</p>
<p><input type="checkbox"/> By June 2011, 85% (10 out 12) ELL students will move from the Beginning level to Intermediate as measured by the NYSESLAT.</p>	<p><input type="checkbox"/> Teachers will focus on ESL methodologies, approaches and techniques (semantic mapping, direct/sheltered instruction, using drama, songs ,music, and the Model-Action-Talk Model etc.) to promote student learning. Curriculum benchmarks will be used every six weeks to steer the direct instruction of learning through literacy. Teaching will reflect a high degree of cohesiveness across the grade levels</p>

	<p>while new ideas will be built upon previous learning.</p> <p>Articulation between ESL push-in teachers and classroom teachers to share best practices, student progress and goals.</p> <p>Emphasis will be placed on implementing differentiated instructional strategies</p>
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SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, 6 of the 12, (50%), students in the 4th and 5th Self Contained setting will show an increase of 125 scaled score points from an average of 1609 to 1734 as measured by the Performance Series Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Pre/Post Assessments will be administered and used to target learning objectives that have caused reading frustration. A daily two-hour literacy block will be used in the classroom for whole and small group differentiated instruction. Teachers will use shared reading as a way to guide comprehension instruction through modeling his or her thought process. Student understanding will be monitored by engaging them in meaningful questioning activities that focus on literal, inferential and application questions. An additional “support teacher” will work with students using additional instructionally appropriate material that targets the same skills simultaneously to yield better readers. Professional Development opportunities will be continuously offered that are tailored to teachers specific needs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>Fair Student Funding Title I Title III SINI Grant C4E Funding</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	
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Subject Area (where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 67% of 3 rd , 4 th and 5 th graders will achieve proficiency of levels 3 and 4 as measured by the NYS ELA Exam. .
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>	<input type="checkbox"/> Students ELA test results will be analyzed and strands will be identified in order for teachers to provide targeted support and instructional level reading. Provide teachers with time to collaborate with their colleagues in order to share successful strategies that address specific reading skills. Teachers will be engaged in professional development opportunities. *Book clubs and literature circles will be emphasized so students can read and respond to books with each other. Teachers will develop and use literacy stations to provide independent practice for students. Intervention teachers will be assigned to students who exhibit weekly test results with no growth and provide a “double dose of reading” with adjusted instruction as needed.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i>	Fair Student Funding Title I Title III SINI Grant C4E Funding

<i>action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 76% of 3 rd ,4 th and 5 th graders will achieve proficiency of levels 3 and 4 as measured by the NYS Math Exam.
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>	<input type="checkbox"/> Students are invited to after school support systems for tutoring. Teachers will track student needs and performance by using curriculum benchmark assessments. Teachers will be engaged in professional development opportunities. Supplemental materials will be used to target pupils in need of specific skills in preparation for the test. *Math instruction is driven by pre/post assessments generated by the needs of the students. *Teachers will track progress and continually monitor the essential knowledge students will need to reach expectations

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Fair Student Funding Title I Title III SINI Grant C4E Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Students that are in the 4th grade general education classes will show performance of levels 3 and 4 on the NYS Science exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>The current level of achievement will be analyzed to improve student learning in all hands on areas of science. Two science teachers will collaborate with each other in using research based strategies that work. The teaching of Science through Literacy will be implemented alongside the new CCSS. Classroom teachers and Science Clusters will discuss how to develop students' critical thinking, learning skills, and informal science learning during curriculum planning meetings. Students are invited to after school support systems. K-3 teachers implement the use of scientific inquiry where students become motivated and inspired early.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Fair Student Funding Title I Title III SINI Grant C4E Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 85% (10 out 12) ELL students will move from the Beginning level to Intermediate as measured by the NYSESLAT.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	

Indicators of Interim Progress and/or Accomplishment

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

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	28	32	N/A	N/A				
1	42	44	N/A	N/A				
2	37	37	N/A	N/A				
3	39	39	N/A	N/A	2			
4	41	41	22		3			
5	34	34						
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).	
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>ELA:</p>	<p>We have put heavy emphasis on our ELA Academic Intervention Services for the 2009-10 school year. To provide opportunities for all students to meet the state's proficient and advanced levels of students' academic achievement, effective methods and instructional strategies based on scientific research are provided in ELA, Mathematics, Science, and Social Studies. To enrich and accelerate our program, our teachers collaborate with one another to develop thematic projects. Technological resources are amplified through research and Promethean Active Classroom usage. Moreover, we not only track our accelerated groups, but we work arduously towards meeting the educational needs of underserved populations, (ie. ELL, special needs children.) In addressing the needs of all children, with emphasis on the low academic achieving students, or those at-risk of not meeting the state academic content standards the following is done:</p> <p style="padding-left: 40px;">In grades 2-5, teachers work with all students in groups of not more than 10 students during 37-1/2 minutes on ELA skill based intervention three times per week on an assigned skill each month. In addition, Grade 1 was targeted with an Intervention teacher who collaborates with classroom teachers. Teacher selects children who need additional supports in sounds, decoding, etc. These children are supported for the first five months and then the focus will be transitioned to the 2nd grade where teachers will record which students need assistance with specific reading skills based on Reading Street benchmarks.</p> <p style="padding-left: 40px;">During 37-1/2 minutes, teachers of grades 2-5 use</p>

	<p>Continental Press, Focus A and Focus B for grade 2, Level C for grade 3, Level D for grade 4 and Level E for grade 5 to reinforce ELA skills.</p> <p>Intervention specialists work with small groups of students in grade 1 using “Open Court” to enlist the use of ELA strategies (phonics, listening skills, text comprehension) during the school day.</p> <p>Academic Intervention Service teachers push in/pull out and work with small groups of students in grades 1-5 using various Kaplan materials for ELA intervention.</p> <p>Two regular Inquiry teams and two ESL Inquiry teams target a total of 60 4th grade students daily afterschool to enhance skill based learning.</p> <p>Our Academic Intervention Team targets students in need of intervention in ELA and Mathematics based on Reading Street assessments, Previous State Exams, Acuity, Performance Series and IRI (Informal Reading Inventory) results. These assessments allow teachers to track students’ strengths and needs.</p> <p>An ELA after-school program has been implemented for ELL students in need of ELA intervention services.</p> <p>Students are invited to after school support systems provided by SES. These services provide parents opportunities for tutoring during or after school, as well as at home tutoring.</p> <p>Students are sent to summer school if they do not meet state standards in ELA</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>At P.S. 234Q, we have fully immersed ourselves in our Mathematics Academic Intervention Services for the 09-10 school year.</p> <p>All students in grades 2-5, participate in 37-1/2 minutes where they work in small groups of 10 with a teacher using Measuring Up, NYS Coach, CAMS and STAMS twice per week on an assigned skill per month.</p> <p>Academic Intervention Service teachers push in /pull out and work with small groups of students in grades 1-5 using Kaplan Test Taking Strategies.</p>

	<p>Students are also sent to summer school if they do not meet state standards in Mathematics.</p> <p>tudents are invited to after school support systems provided by SES. These services provide parents opportunities for tutoring during or after school, as well as at home tutoring.</p> <p>Students are also sent to summer school if they do not meet state standards in Mathematics.</p>
Science:	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>At P.S. 234Q, we have created a Science cluster teacher, who services mainly students of grades 2-4.</p> <p>An after-school Science program has been implemented, providing Academic Intervention services for students in groups of 20.</p> <p>Teachers and clusters collaborate on developing hands-on activities to enhance applied Science learning.</p> </div>
Social Studies:	<p><input type="checkbox"/></p> <p>At P.S. 234Q, we have created a Social Studies cluster teacher, who services mainly students of grades 3-5.</p> <p>An after-school Social Studies program has been mandated and implemented to provide Academic Intervention services for all students in grade 5. During the after-school program teachers use Kaplan Advantage and Harcourt to enhance and strengthen social studies skills.</p>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/></p> <p>Counseling and consistent support services are given to our students.</p> <p>Children at risk, are given strategies to solve problems, and different coping mechanisms.</p> <p>The at-risk children are seen by our full-time Guidance Counselor once a week for 30 minutes on a 1 to 1 basis.</p> <p>Our pupils are also given conflict resolution techniques. Finally a tremendous focus of our pupil services is to build our students self-esteem.</p>

At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 186

Non-LEP 499

Number of Teachers 10

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

P.S.234Q provides English Language Learners with supplemental services in the 4th grade Inquiry Team as well as an After School Program. The additional after school programs will provide services for grade 2,3 and 4.

84 sessions each beginning by mid-September 2009 through the middle of June 2010 from 3:20 to 4:20. Group size will be maintained at 12 students per teacher. There will be a total of two classes for the Inquiry Team servicing up to 24 pupils. A total of 2 certified teachers will provide instruction using the core curriculum standards. The focus of instruction will be Literacy using ESL strategies and techniques to guide and assist students in the acquisition of skills to achieve higher scores on the NYSESLAT as well as city and state tests. Supplemental materials and general instructional supplies will be purchased to support this program.

53 sessions from 3:20 pm -4:50 pm. Classes will be limited to 18-20 children and will be serviced by 3 certified teachers or teachers with ancillary licenses. Additional materials including test preparation and general instructional supplies will be purchased to support the After School Program.

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.

P.S.234Q Title III Professional Development Program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. A tremendous focus will be placed on techniques best used to prepare ELLs to meet and exceed the core curriculum standards as well as increasing achievement scores on city and statewide tests. The ESL teachers in the After School Program, as well as monolingual teachers servicing the ELL population will receive the training necessary to ensure the use of ESL strategies

within the programs. Participating teachers will be paid the trainee rate and teacher trainers will be paid at the per session rate. These sessions will be facilitated by ELL licensed personnel, and administration.

Teachers working in the supplementary instructional program will receive 6 sessions of professional development after school from 3:00pm-5:00pm.

Topics that will be addressed during these professional development sessions are as follow:

Two 2-hour professional development sessions will be devoted to Scaffolding across the Disciplines: Types of Scaffolding.

One 2-hour professional development session will be devoted to Differentiated Instructional Strategies.

One 2-hour professional development session will be devoted to the strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT.

One 2-hour professional development session will be devoted to the instructional strategies needed to increase Native Language literacy skills and to prepare for the ELA.

One 2-hour professional development session will be devoted to mathematical instructional strategies to devolep and enhance students' skills and performance on the city and state assessments.

Section III. Title III Budget

School: P.S.234Q
 BEDS Code: 343000010234

Allocation Amount:																							
Budget Category	Budgeted Amount																						
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 25,548.50																						
<input type="checkbox"/> <p style="text-align: center;">BUDGET NARRAT IVE</p> <p>School District <u>30</u> For Title <u>III</u></p> <p>BEDS Code _____</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>CODE/</th> <th>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</th> </tr> </thead> <tbody> <tr> <td>BUDGET CATEGORY</td> <td>(as it relates to the program narrative for this Title)</td> </tr> <tr> <td>Code 15</td> <td>ESL Inquiry Team 1</td> </tr> <tr> <td>Professional Salaries</td> <td>(Teachers)* (Sessions)*(Hours)*(Rate)</td> </tr> <tr> <td>The inquiry team will consist of 6 groups of 5 students</td> <td>1 84 1.0 49.89 = \$4,191</td> </tr> <tr> <td>differentiating instruction for data analysis and strategic instruction to share with the ESL classroom teachers.</td> <td>ESL Inquiry Team 2</td> </tr> <tr> <td></td> <td>(Teachers)* (Sessions)* (Hours)*(Rate)</td> </tr> <tr> <td></td> <td>1 84 1.0 49.89= \$4,191</td> </tr> <tr> <td>The After Program will consist of 1 class in the 2nd grade and</td> <td>After School Program</td> </tr> <tr> <td></td> <td>(Teachers)*(Sessions)*(Hours)*(Rate)</td> </tr> <tr> <td></td> <td>3 54 1.5 49.89 = \$12,123</td> </tr> </tbody> </table>		CODE/	EXPLANATION OF EXPENDITURES IN THIS CATEGORY	BUDGET CATEGORY	(as it relates to the program narrative for this Title)	Code 15	ESL Inquiry Team 1	Professional Salaries	(Teachers)* (Sessions)*(Hours)*(Rate)	The inquiry team will consist of 6 groups of 5 students	1 84 1.0 49.89 = \$4,191	differentiating instruction for data analysis and strategic instruction to share with the ESL classroom teachers.	ESL Inquiry Team 2		(Teachers)* (Sessions)* (Hours)*(Rate)		1 84 1.0 49.89= \$4,191	The After Program will consist of 1 class in the 2 nd grade and	After School Program		(Teachers)*(Sessions)*(Hours)*(Rate)		3 54 1.5 49.89 = \$12,123
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	3 54 1.5 49.89 = \$12,123																						

<p>another in the 3rd grade. This students selected were screened through</p>	<p>Professional Development $(\text{Teachers}) * (\text{Sessions}) * (\text{Hours}) * (\text{Rate}) = (1)(3)(2)(\\$49.89) = \\$300$ $(\text{Teachers}) * (\text{Sessions}) * (\text{Hours}) * (\text{Rate}) = (3)(3)(1.5)(\\$22.72) = \\$306.72$ <p style="text-align: right;"><i>Total cost of \$ 21,112.72</i></p> </p>
<p>Code 16 Support Staff Salaries</p>	<p>Not Applicable</p>
<p>Code 40 Purchased Services</p>	<p>1 ESL certified teacher will provide pd to 3 teachers who interact with ELL student population. <p style="text-align: right;"><i>Total cost of \$ 584.04</i></p> </p>
<p>Code 45 Supplies and Materials</p>	<p><i>General Instructional Supplies for Saturday Academy and after school programs will include charts, paper, crayons, notebooks, folders, test preparation materials, ELL textbooks and workbooks, ELL classroom libraries, including audiovisual libraries, software materials for grades K-5 and SRA materials.</i> <p style="text-align: right;">Total cost of \$8,467.25</p> </p>

School District _____
BEDS Code _____

For Title ___ III ___

Code 80 Employee Benefits	Not Applicable
Code 90 Indirect Cost	Not Applicable
Code 49 BOCES Services	Not Applicable
Code 20 Equipment	Not Applicable

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CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY	
	(as it relates to the program narrative for this Title)	
Code 15 Professional Salaries	Code 15 Professional Salaries	ESL Inquiry Team 1 (Teachers)* (Sessions)*(Hours)*(Rate) 3 84 1.0 49.73 = \$12,531.96 ESL Inquiry Team 2 (Teachers)* (Sessions)* (Hours)*(Rate) 2 84 1.0 49.73= \$8,354.64 After School Program (Teachers)*(Sessions)*(Hours)*(Rate) 2 41 1.0 49.73 = \$4,077.86 Professional Development (Teachers)*(Sessions)*(Hours)*(Rate)*=(1)(3)(2)(\$49.73)=298.38 (Teachers)*(Sessions)*(Hours)*(Rate)*=(3)(3)(1.5)(\$21.16)=\$285.66 <p style="text-align: right;">Total cost of \$</p> 25,548.50

Purchased services - High quality staff and curriculum development contracts	\$ 584.04	<input type="checkbox"/> Code 40 Purchased Services 1 teacher certified teacher will provide pd to 3 teachers who interact with ELL student population.
Supplies and materials - Must be supplemental.	\$2,634.31	<input type="checkbox"/> General Instructional Supplies for Saturday Academy and after school programs will include charts, paper, crayons, notebooks, folders, test

- Additional curricula, instructional materials.
- Must be clearly listed.

Code 45

Supplies and Materials

preparation materials, ELL textbooks and workbooks, ELL classroom libraries, including audiovisual libraries, software materials for grades K-5 and SRA materials.

Total cost of \$2,634.31

Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	\$0	N/A
Other	N/A	N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.



P.S. 234Q uses a variety of methodologies to meet the interpretation needs of parents. In most cases, necessary parent translations are met with immediate attention from the ESL staff. The major translation needs for the languages spoken in our school including Spanish, Bengali and Arabic are met with staff fluent in each of these languages. For Parent Conferences, PTA Meetings and major school events we have utilized the "Talk Technologies" translation device whereby a parent may access the channel of his/her language. Each channel has a particular language.

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 findings indicate that translation services are needed for the majority of P.S. 234's parents. Translation services are needed for Spanish, Bengali, and Arabic speaking parents. An analysis of the home language survey data indicate that translation needs are most necessary for Spanish speaking parents followed by Bengali, and Arabic. Our findings were reported to the school community through PTA meetings, parent involvement with the Language Allocation Policy, and Professional Development sessions.

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.



Written translation needs for Spanish, Bengali, Arabic are sent to the translation department of the Department of Education. They translate all home correspondence. These letters inform parents of important testing dates, parent workshops, and school events. To ensure the timely receipt of documents, letters will be sent home with an attached statement in appropriate languages stating the importance of the document and its need to be translated.

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



Oral translation needs will be met in a timely fashion by in-house staff fluent in the major languages as determined per the Home Language Survey statistics. Oral translation will be provided through the utilization of the "Talk Technologies" translation devices during parent workshops and PTA meetings. In addition, the ESL staff will provide person to person translation services during registration procedures, phone calls home, IEP meetings, and when immediate parental needs arise.

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>.



P.S. 234Q plans to inform parents of the availability of translation and interpretation services by posting a notification on the school door, in the main office, in the parent coordinator's office and other conspicuous places. Parents will also receive letters home notifying them of their right to receive translation and interpretations. P.S. 234's school safety plan will include a provision ensuring the parents in need of language assistance will not be prevented from reaching the school administrative offices due to language barriers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$441,648.	\$15,648	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,416.		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,080.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$44,164.80	*	

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

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

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

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

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

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

P.S.234 Queens

School Parent Involvement Policy

2010-2011

PART 1. GENERAL EXPECTATIONS

P.S.234 Queens 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(b) 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.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S.234 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Provide copies of policy/compact to all parents

- Solicit opinions/interest of parents at PTA Meetings
- Surveys to help in planning, review and improvement of the schools programs

2. P.S.234 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Parents will be involved in reviewing and modifying the parent policy through monthly PTA andamp; SLT Meetings
- Select participation in the Learning Walkthrough

3. P.S.234 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective involvement activities to improve student academic achievement and school performance:

- Parents will be informed of all parent workshops and activities by:
 - Parent Coordinator flyers, letters, emails
 - Principal letters
 - School calendars
 - Parent/Teacher Association monthly meetings
 - Reminder letters and phone calls

4. P.S.234 Queens will coordinate and integrate Title I parental involvement strategies under the following other programs:

- Translation Services
- First Thursdays
- ESL Workshops
- ESL Parent English Classes
- Parent Coordinator Workshops
- Talent Shows
- School Plays
- Food andamp; Dessert Nights
- Movie Afternoons

5. P.S.234 Queens will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy and activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic background). The school will use the findings of the evaluation about the parent involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Solicit opinions of parents at PTA and SLT meetings
- Parent Workshops/Activity Surveys

6. P.S.234 Queens will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective parent involvement of parents to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in the understanding of topics such as the following, by undertaking the actions described in this paragraph:

i. The State's academic content standards

ii. The State's student academic achievement standards

iii. 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:

o Signing School Compact

o First Thursdays

o Parent Orientation Meeting-Meet the Teacher

o Open House

o November/March Parent-Teacher Conferences

o Open School Week

o Parent Educational Workshops

o Student Recognition Programs

o Website Links

o Community Education Council Meetings

o President Council Meetings

b. The school will provide materials and training to help parent work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement by:

o Parent Coordinator Information and Resources

· Websites, emails, pamphlets, flyers, reports, etc.

o Parent State Testing Workshops

o Parent Workshops within Curriculum Areas

o Parent English Classes

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal, and other staff, in how to reach out, communicate with, work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

o Faculty Conferences

o Grade Conferences

o Professional Development Trainings

o School Leadership Team Meetings

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Art and Music Programs, public preschool, and other programs. It will support activities such as parent resource meetings that encourage and support parents in more fully participating in the education of their children by:

- o Parent Workshops
 - o Trips to cultural events; museums, plays, exhibits, etc.
 - o Talent shows
 - o School Plays
 - o Student Performances
- e. The school will take the following actions to ensure that information related to the school, and parent programs, meetings and other activities, is sent to the parents of participating children. That it is sent in an understandable and uniform format, including alternate formats upon request, and to the extent practicable, in a language the parents can understand:
- o Translate important documents
 - o Notices, calendars, reminders, etc sent by email and backpack
 - o Phone calls to hard to reach parents
 - o Mailed letters
 - o Use of translation devices or interpreters at meetings

PART III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- o Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- o Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- o Training parents to enhance the involvement of other parents
- o In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times
- o Adopting and implementing model approaches to improving parental involvement
- o Developing appropriate roles for community- based organizations and businesses, including faith-based organizations, in parental involvement activities

- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV. ADOPTION

This School Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A Programs as evidenced by Title I Parent Council on May 16, 2009

This policy was adopted by P.S.234 QUEENS on November 14, 2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2009

(Signature of Authorized Official) (Date)

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

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

□

P.S. 234 Queens

School – Parent – Student

Compact

2010 – 2011

P.S. 234 Queens, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school – parent compact is in effect during school year 2010 – 2011.

School Responsibilities

P.S. 234 Queens will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Provide teachers with professional development.
 - Provide parents with trainings with workshops on content.
 - Create classroom environments conducive to the workshop model.
 - Provide leveled libraries in each classroom.
 - Provide word walls for student reference.

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 Teacher conferences held in November and March.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Phone conferences as needed.
 - Parent conferences with classroom teacher.
 - Parent conferences with teachers, guidance, principal and grade supervisors
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Phone conferences as needed.
 - Parent conferences with classroom teacher.
 - Parent conferences with teachers, guidance, principal and grade A.P.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- Open House
 - Orientations
 - Meet the Teacher
 - Class Trips, projects
 - Join and volunteer in the Parent-Teacher Association
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title

Parent Responsibilities

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

- Monitoring attendance and punctuality.
- Making sure that homework is completed.
- Monitoring amount of television our children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extend possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Being present at and participating in P.T.A. meetings and events.

Student Responsibilities

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

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

SIGNATURES:

SCHOOL PARENT(S) STUDENT

DATE DATE DATE

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.



Student progress for English Language Arts indicates the following:

- 1 Year of Progress:

62% on the 2009-2010 NYS ELA Exam. This shows a decrease of **15%** of all students making progress.

Two-Year Performance Trends

Two- Year Trend Analysis of NYS ELA Exam

Performance of All Students on NYS ELA Exam 2010

ELA	totals	1	#	2	#	3	#	4	#
Overall School	317	6%	19	32%	101	48%	152	14%	44
3 rd Grade	110	4%	4	22%	24	54%	59	21%	23
4 th Grade	109	5%	5	39%	42	47%	51	10%	11
5 th Grade	98	11%	10	35%	34	43%	42	11%	10

Performance of All Students on NYS ELA Exam 2009

ELA	totals	1	#	2	#	3	#	4	#
Overall School	315	6%	19	18%	57	67%	211	10%	31
3 rd Grade	113	7%	8	16%	18	65%	73	12%	14
4 th Grade	93	8%	7	9%	8	73%	68	11%	10
5 th Grade	109	3%	3	28%	31	63%	69	6%	7

NYS ELA Exam Results from 2008-2009 and 2009-2010.

Over a two-year period from 2009-2010, the number of all students tested on the NYS Exam in ELA increased from 315 to 317. The percentage of scoring at a level 2 increased from 18% to 32%. In addition, there was a decrease of level 3's from 67% to 48%. An analysis of this two-year trend in ELA on the NYS Exam indicates a decrease in levels 3 and 4 and an increase in levels 1 and 2.

Math Performance Trends:

Two- Year Trend Analysis of NYS Math Exam

Performance of All Students on NYS Math Exam 2010

Math	totals	1	#	2	#	3	#	4	#
Overall School	325	1%	3	28%	91	37%	120	34%	110
3 rd Grade	110	1%	1	22%	24	41%	45	36%	40
4 th Grade	110	1%	1	36%	40	32%	35	31%	34
5 th Grade	105	1%	1	25%	26	38%	40	36%	37

Performance of All Students on NYS Math Exam 2009

Math	totals	1	#	2	#	3	#	4	#
Overall School	303	3%	9	10%	30	57%	172	31%	94
3 rd Grade	108	6%	6	15%	16	51%	55	28%	30
4 th Grade	90	12%	11	18%	16	46%	41	25%	23
5 th Grade	105	7%	7	14.3%	14	51.3%	53	28%	29

NYS Math Results from **2008-2009** and **2009-2010**.

Over a two-year period from 2008-2010, the number of all students tested on the NYS Exam in Math decreased from 303 to 325. The percentage of students scoring at a level 2 increased from 10% to 28%. In addition, percentage of students achieving level 3 remained the same and there was an increase of level 4's from 31 % to 34%. An analysis of this two-year trend indicates no significant change for level 3's, an increase in level 2's and level 4's.

Social Studies Performance Trends:

Two- Year Trend Analysis of Grade 5 NYS Social Studies assessment

Performance of All Students on Grade 5 NYS Social Studies assessment

Grade 5 NYS S.S Exam	Total Students tested	Levels 3 and 4	Percentage	Levels 1 and 2	Percentage

2008-2009	111	88	79.27%	23	20.72%
2009-2010	96	86	89.58%	10	10.41%
Grade 5 NYS S.S Exam	Total ELL Students tested	Levels 3 and 4	Percentage	Levels 1 and 2	Percentage
2008-2009	28	15	53.57%	13	46.42%
2009-2010	20	14	70%	6	30%
Grade 5 NYS S.S Exam	Total Special Education Students tested	Levels 3 and 4	Percentage	Levels 1 and 2	Percentage
2008-2009	17	7	41.17%	10	58.82%
2009-2010	22	16	72.72%	6	27.27%

79% 21% scored at a **Level 1** or **2**.

89% 11% scored at a **Level 1** or **2**.

Our new data from the 2009-2010 school year, indicates a 10 % increase (from 79% to 89%) of students performing at or above level 3, thereby surpassing our school goal that was set at 80% of our students scoring at or above a Level 3 on the 2009-2010 NYS Social Studies Grade 5 assessment. This positive growth in the number of students achieving and exceeding NYSED standards in Social Studies exemplifies an increase of knowledge and utilization of the Social Studies concepts according to the NYS standards. The progress of Level 1 and 2 students will constantly be monitored and appropriate modifications for learning will continue to be put into place to better address the needs of all students.

A further analysis of grade 5 NYS Social Studies assessment results over the two-year period from 2008 to 2010 indicates the following:

- all tested students indicate a **10%** increase (from **79%** to **89%**) of students performing at or above level 3.
- results over the two-year period from 2008 to 2010 indicates the following:

The finding of the AYP Predictive assessments resulted in the identification of several priorities for improving student performance:

Listening: What students do for critical analysis and evaluation;

Listening: What students do for literary response and expression.

In grade 4, 23% of students were identified who did not meet the NYS standard:

Listening: What students do for literary response and expression.

In grade 5, 40% of students were identified who did not meet the NYS standard:

Writing: What students do for information and understanding.

Priorities for improving 5th grade students' performance includes the implementation of effective strategies to address the large number of students lacking the organization of facts into a coherent whole. Specific strategies will include the composition of informational pieces where students will organize information into categories and will use underlying structures such as description, comparison and contrast, cause and effect, time sequence and problem and solution. Author studies, Interviews (with an author or expert), "How to" books, and "All about" books.

Students in grades 3 and 4 will receive explicit small group instruction in Thinking Beyond and About the text through various systems of strategic actions such as predicting, making connections, inferring, synthesizing, analyzing and critiquing. In addition, an increase in modeling of the ways of thinking in the lower grades will also be implemented as the demands of the leveled texts gradually increase in difficulty.

- Identifying words in context
- Sequence
- Drawing conclusions
- Understanding literary terms

A review of student portfolios and teacher observations confirms the data and also reveals that students are demonstrating weakness in expository writing.

Based on our analysis of the data, and all relevant findings, the following are our greatest accomplishments for our ELA instructional program:

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of a 90 minute instructional period and daily writing activities.
- The enhancement of a school wide literacy program with a focus in aligning instruction in all classes, including special education and ESL classes.
- Continued provision of intensive academic intervention resources to all students who are not meeting state standards
- Enhancement of intensive Inquiry Team work with teachers of the students who have exceeded state standards for the purpose of maintenance.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.
- Familiarization with the use of reading strategies that are based on scientifically based research in the six dimensions of reading.
 - Understanding how phonemes (speech sounds) are connected to print-phonemic awareness
 - Being able to decode unfamiliar words
 - Being able to read fluently
 - Attaining background knowledge and vocabulary to foster reading comprehension
 - Developing appropriate active strategies to construct meaning from print- comprehension
 - Maintaining motivation to read

- Teachers will use data from multiple assessments and data bases such as ARIS, Acuity and Performance Series to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.



2. Schoolwide reform strategies that:

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



Priorities for improving 5th grade students' performance includes the implementation of effective strategies to address the large number of students lacking the organization of facts into a coherent whole. Specific strategies will include the composition of informational pieces where students will organize information into categories and will use underlying structures such as description, comparison and contrast, cause and effect, time sequence and problem and solution. Author studies, Interviews (with an author or expert), "How to" books, and "All about" books.

Students in grades 3 and 4 will receive explicit small group instruction in Thinking Beyond and About the text through various systems of strategic actions such as predicting, making connections, inferring, synthesizing, analyzing and critiquing. In addition, an increase in modeling of the ways of thinking in the lower grades will also be implemented as the demands of the leveled texts gradually increase in difficulty.

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- Continued provision of intensive academic intervention resources to all students who are not meeting state standards
- Enhancement of intensive Inquiry Team work with teachers of the students who have exceeded state standards for the purpose of maintenance.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.
- Familiarization with the use of reading strategies that are based on scientifically based research in the six dimensions of reading.
 - Understanding how phonemes (speech sounds) are connected to print-phonemic awareness
 - Being able to decode unfamiliar words
 - Being able to read fluently
 - Attaining background knowledge and vocabulary to foster reading comprehension
 - Developing appropriate active strategies to construct meaning from print- comprehension
 - Maintaining motivation to read

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.

- All Students in grades 2-5 receive extra support in ELA and Math during 37 1/2 minute extended day, After school Title III Programs, Science, Social Studies, ELA and Math At Risk, Inquiry and Enrichment Programs Afterschool and SES after school and tutoring Programs.

- o Help provide an enriched and accelerated curriculum.

Some of the accelerated curriculum materials used are: Scott Foresman Reading Streets, Triumphs Reading, Wilson, Foundations, Everydy Mathematics, Equals Math, Envisions Mathematics; Some of the supplemental materials are: Simple Solutions, Kaplan Advantage, Time for Kids, SRA Skills Series, Reading for Concepts.

- o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the

Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.



1. Plan for SIFE ELLS.

Our plan for SIFE ELLS ensures proper placement and additional support in order to ease their transition. The SIFE students are informally assessed in order to identify their current proficiency level. Once a student's level has been determined, they are placed in a class accordingly. Support is given through either a self contained ESL classroom, or through the help of the ESL push-in teacher. These teachers use a variety of strategies which includes but is not limited to the use of the Open Court phonic series, vocabulary building, grammar and comprehension skills through the Reading for Concepts series, the Treasure Chest Reading series which provides the ELL students with additional support to master the English language and SRA for the development of specific reading and language skills. The ELL population is also supported through the use of the ESL component of Reading Streets which is the current reading program utilized at PS 234Q. ELL students are exposed to a variety of learning materials that include listening, speaking, reading and writing through the use of the Language/Learning LAB. SIFE students are given priority consideration for placement in the after school program and Saturday Academy. The ELL students will be attending an extra 37 minutes Monday through Thursday, which will be utilized to provide extra instructional support.

2. Plan for Newcomers(ELLs).

The ELL newcomers are given the opportunity to participate in the after school programs and Inquiry program. This provides them with more exposure to the English language, while receiving more individualized attention by the teachers, since the groups are smaller. In addition, these children will continue attending an extra 37½ minutes, which will be utilized to provide extra instructional support. Within the regular schedule, the teachers provide the students with individualized instruction to help the student with lessons that address their level of proficiency. The newcomers are placed within ESL classrooms that provide the proper setting for language development. Students are able to interact with other students of different English proficiency levels. The variance of levels in the classroom allows the teacher to group the students strategically. These students are also provided with books and other necessary materials to scaffold their learning. These include the Avenues series, Language Patterns and Usage series, Write Away Skills Book and the Treasure Chest Reading Series. Through the use of these series, the students develop vocabulary, grammar and other language skills. These students are also given the opportunity to read books and respond to them in their native languages (when available). The classroom libraries are being enhanced with books in languages other than English. This allows the newcomers to continue developing their skills in the native language which will eventually be transferred to the second language. At the same time, this methodology keeps their interest level high and builds their self-esteem. The ESL licensed teachers provide professional development to teachers working with the ELLs. They provide information on how to make the transition of the newcomers into a new culture and language smoother.

5. Plan for 4-6 years ELLS.

The population of ELLs in the program for 4-6 years is identified and provided with the necessary support to aide in reaching their goal of English language proficiency. Once identified, these students are provided with intervention services designed to differentiate instruction to their individual needs. Intervention specialists conduct pre-testing for the diagnosis of the students needs which are then addressed through small group settings and goal based instruction of these needs. The specialists then conduct post testing to determine achievement of the goal and the course to be followed for further intervention. These students are also given ample opportunities to participate in enrichment activities such as music, art and drama during and after school. This provides the setting for students to interact with the general population of students and receive additional support in language development.

4. Plan for Long Term ELLs.

The number of students in the long term ELL category at P.S. 234 Q is minimal. Our plan for these students is to provide them with extra support in the classroom. They are provided with intervention services which include extra practice in reading, writing and test taking skills. They are exposed to higher learning critical thinking activities through project based team teaching by ESL and mainstream classroom teachers. They are also invited to the After School Program and Saturday Academy for ELLs. Within these programs they are provided with reinforcement in the four modalities of learning. The ESL teachers utilize computers and other forms of technology to provide the students with different language practice materials. The use of technology enhances the strategies use and also increases the interest level of the ELL students. Long term ELLs will also be included in the extra 37½ minutes which will be utilized to provide extra instructional support.

4. Plan for ELLs with Special Needs.

ELLs with special needs are provided with all the services they require as per their IEP. ELL students with special needs are serviced by ESL push-in teachers according to the students' level of proficiency. They receive more individualized instruction by the teachers because the classes are smaller. The lessons address their individualized needs. These students are also provided with books and other necessary materials to scaffold their learning. These include the Avenues series, Language Patterns and Usage series and Write Away Skills Books. Through the use of these series, the students develop vocabulary, grammar and other language skills. These students as with all ESL students receive instruction with the use of test practice materials. These materials introduce them to the format of NYSESLAT and the four modalities in which they will be tested.

5. Plan for Former ELLs Support.

P.S. 234 Q's plan for continuing transitional support for students reaching proficiency on the NYSESLAT ensures that main classroom teachers work in collaboration with the ESL Department to tailor the instruction and content to students' needs. When necessary, the students are given additional support by licensed ESL teachers. The formation of combined classes of advanced students and former ELLs provides a forum of additional support for ELL student having reached proficiency within less than two years. These classes are serviced by ESL certified teachers who provide the support required by these students.

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.

results over the two-year period from 2008 to 2010 indicates the following:

The finding of the AYP Predictive assessments resulted in the identification of several priorities for improving student performance:

Listening: What students do for literary response and expression.

In grade 4, 23% of students were identified who did not meet the NYS standard:

Listening: What students do for literary response and expression.

In grade 5, 40% of students were identified who did not meet the NYS standard:

Writing: What students do for information and understanding.

Priorities for improving 5th grade students' performance includes the implementation of effective strategies to address the large number of students lacking the organization of facts into a coherent whole. Specific strategies will include the composition of informational pieces where students will organize information into categories and will use underlying structures such as description, comparison and contrast, cause and effect, time sequence and problem and solution. Author studies, Interviews (with an author or expert), "How to" books, and "All about" books.

Students in grades 3 and 4 will receive explicit small group instruction in Thinking Beyond and About the text through various systems of strategic actions such as predicting, making connections, inferring, synthesizing, analyzing and critiquing. In addition, an increase in modeling of the ways of thinking in the lower grades will also be implemented as the demands of the leveled texts gradually increase in difficulty.

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

□

e ELL Program at P.S. 234 Q consists of 186 students. The LAP at our school is based on the Home Language Identification Surveys and the NYSESLAT scores. Also considered were student needs and performance in the various areas of assessment. There are 2 licensed ESL

teachers (city and state certified) providing services through the push-in model. In addition, there are self-contained classes in Kindergarten, 1st grade, 2nd grade and 3rd grade. These self-contained ESL classes are serviced by licensed and certified teachers.

Instruction is delivered in English only and supported through the use of ESL methodologies. Some strategies include Total Physical Response, differentiated instruction, the use of audio and visual cues, and opportunities for oral language development, scaffolding and the use of the CALLA model in the content areas.

To meet and exceed the city and state learning standards, the ESL and classroom teachers share ongoing articulation for the purpose of aligning instruction to students' needs. The NYSESLAT and LAB-R results in the four modalities of reading, writing, listening and speaking are utilized to differentiate instruction. The lessons are designed to implement and support the Reading Street Reading Series and Teachers College Writer's Workshop Model. Two ESL teachers push-in during the literacy block. These teachers are provided with a student list indicating their scores in each of the modalities. Based on the results, they utilize a variety of ESL methodologies and scaffolding techniques to deliver comprehensible and high quality instruction.

The classroom environments are thematically based where the Reading Street series is applied to maximize this approach. Leveled libraries are available to all ELL classrooms. These libraries are age appropriate, culturally diverse, different genre "Just Right Books" for the students. All classrooms have technology centers that allow students to use the computers as well.

3. Instruction by highly qualified staff.
100%

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.

□

Professional development is conducted during grade conferences, common preps, and faculty conferences. Parent workshops are conducted via our parent coordinator once a week, in addition the ESL department conducts workshops for the parents.

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

N/A

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



The Parent Coordinator started a family library and conducts workshops on a regular basis.

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.



Our Pre-K program is a half-day program, which also supports our families through workshops from ESL, the librarian, and the parent coordinator.

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 are actively involved in curricular and assessment selection and tracking during grade and faculty conferences, common prep meetings and one-on-one conferences with the administration.

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



The ELL Program at P.S. 234 Q consists of 186 students. The LAP at our school is based on the Home Language Identification Surveys and the NYSESLAT scores. Also considered were student needs and performance in the various areas of assessment. There are 2 licensed ESL teachers (city and state certified) providing services through the push-in model. In addition, there are self-contained classes in Kindergarten, 1st grade, 2nd grade and 3rd grade. These self-contained ESL classes are serviced by licensed and certified teachers.

Instruction is delivered in English only and supported through the use of ESL methodologies. Some strategies include Total Physical Response, differentiated instruction, the use of audio and visual cues, and opportunities for oral language development, scaffolding and the use of the CALLA model in the content areas.

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The classroom environments are thematically based where the Reading Street series is applied to maximize this approach. Leveled libraries are available to all ELL classrooms. These libraries are age appropriate, culturally diverse, different genre "Just Right Books" for the students. All classrooms have technology centers that allow students to use the computer to work on their writing skills, as well as conduct educational research. Students also have available to them several software programs to improve their abilities. In addition, the classrooms are also print rich and highlighted with work.

According to CR Part 154 the Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction.

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

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal,</i>	Program Funds Are "Conceptually" ¹ Consolidated in	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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	State, or Local)	the Schoolwide Program			allocation amounts)	funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

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

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

Teachers of Students with Disabilities are provided with an increased amount of Professional Development. We also have purchased the Triumphs Intervention program and Equals Mathematics to further support the Special Needs students. Furthermore, increased AIS services are being offered in Special needs classes using supplemental materials such as Wilson, Foundations, etc. In addition, students are offered support services provided by SES for during and after school tutoring, as well as at home tutoring. Parents are offered workshops in order to receive information accurately.

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

Intervention specialists communicate and plan with Special education teachers during common prep periods. In addition, Special education teachers will participate in Professional Development workshops. These teachers will meet with administration to update student progress and program effectiveness. Administration and Intervention meet weekly to plan and analyze assessments and data.

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;

- During 37-1/2 minutes, teachers of grades 2-5 use Continental Press, Focus A and Focus B for grade 2, Level C for grade 3, Level D for grade 4 and Level E for grade 5 to reinforce ELA skills.
- Intervention specialists work with small groups of students in grade 1 using "Open Court" to enlist the use of ELA strategies (phonics, listening skills, text comprehension) during the school day.
- using various Kaplan materials for ELA intervention.

- Two regular Inquiry teams and two ESL Inquiry teams target a total of 60 4th grade students daily afterschool to enhance skill based learning.
- An ELA after-school program has been implemented for ELL students in need of ELA intervention services.
- tudents are invited to after school support systems provided by SES. These services provide parents opportunities for tutoring during or after school, as well as at home tutoring.
- Students are sent to summer school if they do not meet state standards in ELA.
- Intervention Specialists, ELL Push In, IEP and SETTS teachers follow the Push/In model to support the classroom teachers and students who require extra services.

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



- During 37-1/2 minutes, teachers of grades 2-5 use Continental Press, Focus A and Focus B for grade 2, Level C for grade 3, Level D for grade 4 and Level E for grade 5 to reinforce ELA skills.
- Intervention specialists work with small groups of students in grade 1 using “Open Court” to enlist the use of ELA strategies (phonics, listening skills, text comprehension) during the school day.
- using various Kaplan materials for ELA intervention.
- Two regular Inquiry teams and two ESL Inquiry teams target a total of 60 4th grade students daily afterschool to enhance skill based learning.
- An ELA after-school program has been implemented for ELL students in need of ELA intervention services.
- tudents are invited to after school support systems provided by SES. These services provide parents opportunities for tutoring during or after school, as well as at home tutoring.
- Students are sent to summer school if they do not meet state standards in ELA.
- Intervention Specialists, ELL Push In, IEP and SETTS teachers follow the Push/In model to support the classroom teachers and students who require extra services.

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



- During 37-1/2 minutes, teachers of grades 2-5 use Continental Press, Focus A and Focus B for grade 2, Level C for grade 3, Level D for grade 4 and Level E for grade 5 to reinforce ELA skills.
- Intervention specialists work with small groups of students in grade 1 using “Open Court” to enlist the use of ELA strategies (phonics, listening skills, text comprehension) during the school day.
- using various Kaplan materials for ELA intervention.

- Two regular Inquiry teams and two ESL Inquiry teams target a total of 60 4th grade students daily afterschool to enhance skill based learning.
- An ELA after-school program has been implemented for ELL students in need of ELA intervention services.
- tudents are invited to after school support systems provided by SES. These services provide parents opportunities for tutoring during or after school, as well as at home tutoring.
- Students are sent to summer school if they do not meet state standards in ELA.
- Intervention Specialists, ELL Push In, IEP and SETTS teachers follow the Push/In model to support the classroom teachers and students who require extra services.

4. Coordinate with and support the regular educational program;



ELA instruction is driven by goals generated by the needs of the students. Intervention Specialists work with students in Grades 1-5. Classroom teachers have a specified time to work alongside an Intervention teacher daily. Each teacher works with their small groups to focus on skill based instruction. During 37 ½ minutes, teachers will focus on test prep skills and strategies in ELA. A focused skill has been designated on a monthly basis in ELA. Teachers' prep periods were scheduled with a weekly common prep per grade so discussions on best practices may be exchanged. Finally, students are invited to after school support systems provided by SES for after school tutoring, as well as at home tutoring.

5. Provide instruction by highly qualified teachers;



P.S. 234Q has a staff of 100% Highly Qualified Teachers.

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

Opportunities for professional development for teachers are provided by our CFN. Professional development is also conducted by the administration and lead teachers. Administration and Teachers meet weekly during common prep to discuss curriculum, assessments, data and student progress. Administration, Intervention Specialists and Classroom teachers meet monthly to analyze and evaluate student progress through the Inquiry Process. Dissemination of information to constituencies is done through PTA, Parent Coordinator, Parent Engagement workshops, School Newsletter, Faculty Conferences, Parent-Teacher Conferences, and Curriculum Orientation meetings. Open School Week provides opportunities for parents to see the program first hand and Progress reports are given to parents throughout the year, to allow them to view their child's progress.

7. Provide strategies to increase parental involvement; and



Progress Reports allow parents to see benchmark progress. These reports are in addition to the mandated report cards. Meetings are set between the teacher and parent so that they can collaborate on this academic progress. These reports highlight student strengths and weaknesses and the strategies being taken to address them. The weekly parent engagement workshops highlight assistance to families on how to support students at home and awareness of community resources to assist them. In addition, parents can log in to ARIS to access their child's assessment results and progress. Parent workshops are also provided to guide and educate parents on ARIS access. PTA meetings are held each month during which Student of the Month certificates are given to students and a grade performance is presented. Events such as Dessert Night, Movie Night, Thanksgiving Feast, Halloween (Ragamuffin) parade, school plays, etc. are enhanced to increase parental involvement. Parent Workshops such as: ESL English classes, Test Prep Strategies for ELL and Non-ELL students, NYSESLAT Information, Math Test Prep Workshops, Guidance and Health related issues are presented.

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

N/A

Title I money will be scheduled to per session for teachers to receive professional development before and/or after school hours. Some professional development topics include but are not limited to: Common Core Curriculum Standards, Inquiry Process, Rubric development, Interactive Classroom Environment, ELL Methodologies Across the Curriculum Areas,

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

N/A

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.

Parents have been notified in the following ways: Through parent letters (in English and other translated languages) , SLT meetings, PTA meetings, Emails

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

1

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

Our school immediately enrolls students in temporary housing. We are available to assist families in obtaining all the necessary documentation. If the student is unaccompanied, we contact DYSD and STH content experts for assistance. STH families are informed of their educational rights and provided with the McKinney-Vento Act Guide. STH posters are displayed at several locations within the school.

All services and programs offered by the NYC Department of Education (free lunch, transportation, before/after school programs) are available for students in temporary housing. Guidance support is always provided as well.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_30Q234_013111-150153.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 11	District 30	School Number 234	School Name type here
Principal Thea Pallos		Assistant Principal Mrs. Peggy Mouzakitis	
Coach type here		Coach type here	
Teacher/Subject Area Shakila Ahmed-ESL		Guidance Counselor Mrs. Olga Papadopoulos	
Teacher/Subject Area Jose Guerrero-ESL		Parent Mr. Zia Qureshi	
Teacher/Subject Area type here		Parent Coordinator Anita Obrien	
Related Service Provider Mrs. Ximena Zambrano		Other Secretary Ms. Lynn Eskin	
Network Leader Altagracia Santana		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	10	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	671	Total Number of ELLs	151	ELLs as Share of Total Student Population (%)	22.50%
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Part II: ELL Identification Process

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

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

paste response to questions 1-6 here

II. ELL Identification Process.

At PS 234Q the registration process, of incoming students, is conducted by a licensed trained pedagogue. The parents are provided with all the proper documentation which includes a Home Language Identification Survey, to be completed. In the process of HLIS completion our licensed trained pedagogue conducts an informal interview with the parent in order to insure the correct completion of this document. The HLIS is provided in English and most of the major languages spoken by our school population. The interviewer is preferably a licensed trained pedagogue who is able to speak the language of the parent being interviewed. If such a professional is not available the school makes all the efforts to provide the parent with proper and correct translation. This assures, the parent has a clear understanding of what the HLIS is and how it must be completed.

After the completion of the HLIS, the ESL coordinator makes a determination if the child requires assessment in English. If the determination is positive, the child is then tested utilizing the LAB-R exam which determines English proficiency. This initial assessment determines the placement of the students and is conducted within 10 days of the students' registration. The students that are determined not to be proficient in English are then identified as eligible for placement in one of the three program choices provided the New York City Department of Education. If the child is not english proficient and is spanish speaking the spanish LAB-R is administered by a trained and spanish-speaking pedagogue.

IV. Parent Program Choice

The ELL Program at PS 234 (with the NYSESLAT scores at hand and including the incoming Kindergarten) consists of approximately 151 students for the 2010-2011 school year. Program selection for the incoming students was based on the Home Language Identification Surveys and the results of the LAB-R assessment for incoming students. The students identified as speakers of other languages and who are not yet proficient in English were selected for placement. The rest of the students, who are currently in the program and did not achieve a proficiency level in NYSESLAT were also selected for placement. The parents of these students are contacted and then provided with a letter giving them the opportunity to have their children continue in the current program or select another option. The surveys and parents data are reviewed every year in order to identify the need for other programs such as Bilingual, Dual Language and Free Standing ESL to aide and enrich the needs of the students. The first parent orientation takes place within the first 10 school days to insure an early and proper placement of the ELL students. This process is ongoing throughout the school year.

1. At the parent orientation, the parents are informed of the different program models available in the school district. In this workshop parents are asked to complete a form where they indicate their choices, in order of preference, the program that they deem appropriate for their child. A video is shown to the parents to clarify the choices they have and what their rights are. This video is presented in the major languages spoken by our school population and translation is provided to parents that request it. The ESL coordinator also provides time for one on one interviews, with parents, to further explain the process. Translation is also provided when requested by the parents. The program selection forms are provided in the language the parent is most familiar with and understands. After the parents make their selection, the ESL department tallies the choices made by the parents.

2. The parent orientation is offered a second time and parents, who did not attend orientation, are sent 2nd and 3rd notices indicating the importance of these orientations. The letters are translated to the most dominant languages to assure full understanding by

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	2	1	1	0	1								7
Push-In	2	1	1	1	1	1								7
Total	4	3	2	2	1	2	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	151	Newcomers (ELLs receiving service 0-3 years)	103	Special Education	8
SIFE	5	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	103	6	6	44	0	2	4	4	0		151
Total	103	6	6	44	0	2	4	4	0		151

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

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	28	23	14	22	11	13								111
Chinese						2								2
Russian														0
Bengali	2	1	4	3	2	3								15
Urdu														0
Arabic	1	1	2	4	4	3								15
Haitian														0
French														0
Korean														0
Punjabi			1											1
Polish														0
Albanian														0
Other	4	3	1	3	1	3								15
TOTAL	35	28	22	32	18	24	0	159						

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.

PasVI. Planning for ELLs

Mandated Time Allocations:

To assure that the mandated number of instructional minutes is provided according to proficiency level P.S. 234 Q carefully analyzes the LAB-R and the NYSESLAT scores. The scores are used to identify the beginners, intermediate, and advanced students. Then, the number of minutes of ESL instruction is allotted as required by the New York State mandates and is in compliance w/NCLB..

In the self contained classes the students are grouped heterogeneously and are instructed by a certified ESL teacher. The students are then provided with allotted time of 360 minutes of ESL instruction, within the classroom, for students reaching a beginning and intermediate level. The students reaching an advanced level receive 180 minutes of ESL instruction.

In the Push-In model, the classes are serviced in both heterogeneous and homogeneous groups. In the grades where the numbers allow for advanced students to be homogeneously grouped, a certified teacher pushes in for 180 minutes of ESL instruction. In the groups that are heterogeneously grouped, a dually certified ESL/CB teacher pushes in to provide 360 minutes of ESL instruction allotted for beginners and intermediate students.

V. Program Delivery:

The Push-In Program and self-contained model are the primary models for instructing ELL students at P.S. 234 Q. There are 6 self-contained ESL classes in grades K – 5th. Otherwise, students are serviced by push in teachers for the duration of time required based on their English proficiency levels. At P.S. 234Q, 57% of the ELL population is serviced through the ESL push-in model while the remaining 53% are serviced through the ESL self-contained model.

The ESL program delivered, at PS 234Q, is tailored to students' levels and needs. A variety of ESL strategies are implemented in all ESL models used at P.S. 234 Q. Among the strategies are scaffolding, Total Physical Response, strategic grouping, the use of visual and audio aides, the use of graphic organizers, labeling objects, opportunities for oral language development, hands-on activities, and modeling writing and reading.

VII. Resources and Support

Instructional support is provided for ELLs through the use of different resources. For math the Everyday Mathematics curriculum is used from grades K-5. Math manipulative and hands on lessons are used to scaffold ELL's learning. In each lesson vocabulary is simplified and lessons are modified to ensure students' understanding. For literacy, we have adopted the Teachers College Writing Workshop Model and the Reading Street reading series. Included within the reading street series are an ESL component along with spelling, grammar and practice workbooks that support the students learning. Each class room also maintains leveled libraries and native language libraries. In addition, we have other literacy supplies such as the Avenues series, the Skills books series, Practice Basic Skills in English series, Language Patterns and Usage series, and SRA series. To supplement the Treasure Chest reading series is maintain and implemented during the 37 1/2 minutes period. The ELL students are also provided the opportunity of participating in a Social Studies test preparation program as well as a Math test preparation program. Additionally the ELL population is supported through after school programs design to enhance their language skills as well as their content area skills.

1. Plan for SIFE ELLS.

Our plan for SIFE ELLS ensures proper placement and additional support in order to ease their transition. The SIFE students are informally assessed in order to identify their current proficiency level. Once a student's level has been determined, they are placed in a class accordingly. Support is given through either a self contained ESL classroom, or through the help of the ESL push-in teacher. These teachers use a variety of strategies which includes but is not limited to the use of the Open Court phonic series, vocabulary building, grammar and comprehension skills through the Reading for Concepts series, the Treasure Chest Reading series which provides the ELL students with additional support to master the English language and SRA for the development of specific reading and language skills. The ELL population is also supported through the use of the ESL component of Reading Streets which is the current reading program utilized at PS 234Q. ELL students are exposed to a variety of learning materials that include listening, speaking, reading and writing through the use of the Language/Learning LAB. SIFE students are given priority consideration for placement in the after school program and Saturday Academy. The ELL students will be attending an extra 37 minutes Monday through Thursday, which will be utilized to provide extra instructional support.

2. Plan for Newcomers(ELLs).

The ELL newcomers are given the opportunity to participate in the after school programs and Inquiry program. This provides them with more exposure to the English language. While receiving more individualized attention by the teachers, as the groups are smaller. In addition, these children will continue attending an extra 37 1/2 minutes, which will be utilized to provide extra instructional support. Within the regular schedule, the teachers provide the students with individualized instruction to help the student with lessons that address their level of proficiency. The newcomers are placed within ESL classrooms that provide the proper setting for language development. Students are able to interact with other students of different English proficiency levels. The variance of levels in the classroom allows the teacher to group the students strategically. These students are also provided with books and other necessary materials to scaffold their learning. These include the Avenues series, Language Patterns and Usage series, Write Away Skills Book and the Treasure Chest Reading Series. Through the use

of these series, the students develop vocabulary, grammar and other language skills. These students are also given the opportunity to read books and respond to them in their native languages (when available). The classroom libraries are being enhanced with books in languages other than English. This allows the newcomers to continue developing their skills in the native language which will eventually be transferred to the second language. At the same time, this methodology keeps their interest level high and builds their self-esteem. The ESL licensed teachers provide professional development to teachers working with the ELLs. They are provided with information on how to make the transition of the newcomers into a new culture and language smoother.

5. Plan for 4-6 years ELLs.

The population of ELLs in the program for 4-6 years is identified and provided with the necessary support to aide in reaching their goal of English language proficiency. Once identified, these students are provided with intervention services designed to differentiate instruction to their individual needs. Intervention specialists conduct pre-testing for the diagnosis of the students needs which are then addressed through small group settings and goal based instruction of these needs. The specialists then conduct post testing to determine achievement of the goal and the course to be followed for further intervention. These students are also giving ample opportunities to participate in enrichment activities such as music, art and drama during and after school. This provides the setting students to interact with the general population of students and receive additional support in language development.

4. Plan for Long Term ELLs.

The number of students in the long term ELL category at P.S. 234 Q is minimal. Our plan for these students is to provide them with extra support in the classroom. They are provided with intervention services which include extra practice in reading, writing and test taking skills. They are exposed to higher learning critical thinking activities through project based team teaching by ESL and mainstream classroom teachers. They are also invited to the After School Program and Saturday Academy for ELLs. Within these programs they are provided with reinforcement in the four modalities of learning. The ESL teachers utilize computers and other forms of technology to provide the students with different language practice materials. The use of technology enhances the strategies use and also increases the interest level of the ELL students. Long term ELLs will also be included in the extra 37½ minutes, which will be utilized to provide extra instructional support.

4. Plan for ELLs with Special Needs.

ELLs with special needs are provided with all the services they require as per their IEP. ELL students with special needs are serviced by ESL push-in teachers according to the students' level of proficiency. They receive more individualized instruction by the teachers because the classes are smaller. The lessons address their individualized needs. These students are also provided with books and other necessary materials to scaffold their learning. These include the Avenues series, Language Patterns and Usage series and Write Away Skills Books. Through the use of these series, the students develop vocabulary, grammar and other language skills. These students as with all ESL students receive instruction with the use of test practice materials. These materials introduce them to the format of NYSESLAT and the four modalities in which they will be tested.

5. Plan for Former ELLs Support.

P.S. 234 Q's plan for continuing transitional support for students reaching proficiency on the NYSESLAT ensures that main classroom teachers work in collaboration with the ESL Department to tailor the instruction and content to students' needs. When necessary, the students are given additional support by licensed ESL teachers. The formation of combined classes of advanced students and former ELLs provides a forum of additional support for ELL student having reached proficiency within less than two years. These classes are serviced by ESL certified teachers who provide the support required by these students.

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

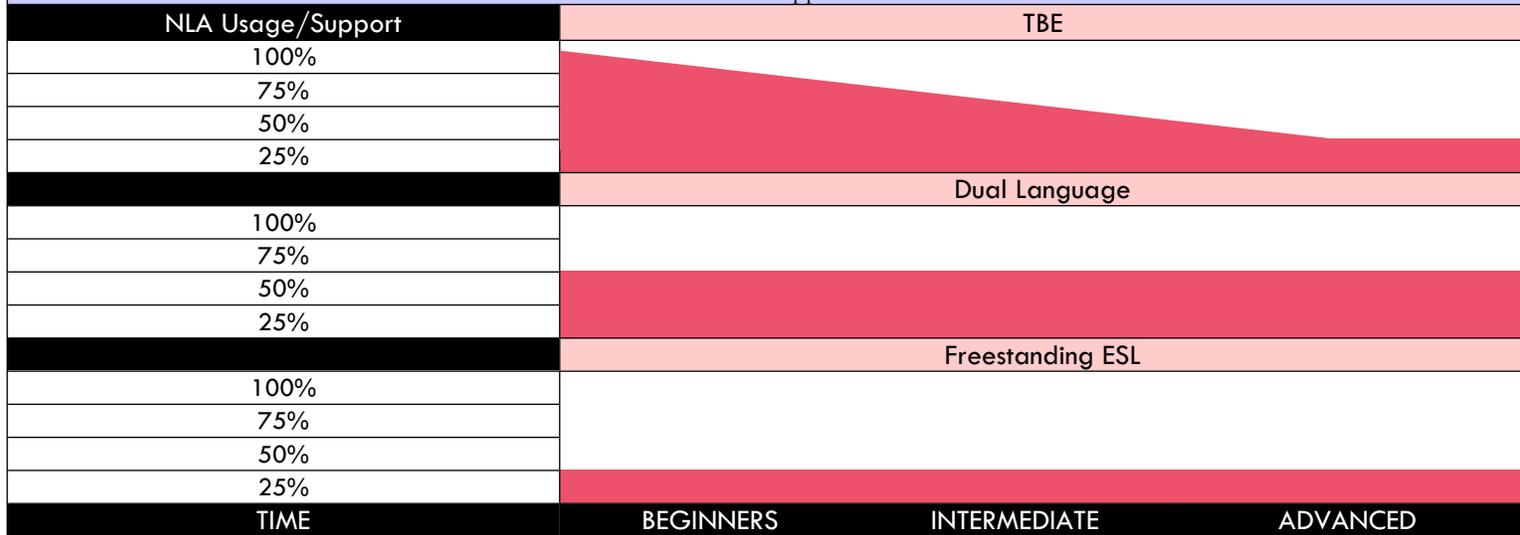
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

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

At P.S. 234, we have 23% ELL population amounting to 151 students. There are 37 K students, 30 first graders, 26 second graders, 32 third graders, 16 fourth graders and 26 fifth graders..

All English Language Learner's at PS 234 are afforded the opportunity and accessibility to grade level academic content (i.e. science, social studies, math) while promoting their language development.

We begin intervention services in kindergarten through the Inquiry process where teachers select students in need of smaller group instruction in skills inclusive of identifying letters and sounds and learning basic sight words. Our K-2 English Language Learners are continually exposed to the explicit intensive instruction of phonemic awareness and phonics. It is through these intervention services that opportunities are given to develop vocabulary knowledge and strategies to comprehend and analyze challenging text. These opportunities also consist of structured academic talk, fluency instruction that focuses on vocabulary with an increased exposure to print and using independent reading only when it is purposeful and there is a good reader-text match. Intervention becomes more formalized in the first grade. However, in both the first and second grades, interventions are targeted based on student needs and classroom teachers collect data inclusive of their performance in each strand of the NYSESLAT. Teachers in grades K-5, implement comprehension strategies and skills using various research based models such as the SIOP Method where vocabulary is isolated and scaffolding procedures are used to fortify the Common Core State Standards. Intensive intervention is implemented for grades 3 to 5 and delivered by trained English as a Second Language Teachers, Special Education Teachers and Reading Specialists. Each provider consults with the classroom teachers and they develop a plan tailored to each students needs. The ELL subgroups targeted are based on student level of proficiency: Beginner, Intermediate and Advanced. All proficient F-ELL's continue to be supported through high quality content instruction that is made more comprehensible to them and with an emphasis on promoting oral interaction and extended academic talk. These programs are inclusive of small group instruction, which consist of 45-60 minutes of instruction daily and weekly progress monitoring and lots of opportunities for response and feedback.

PS 234Q is consistent in efforts to support the transition of former ELL students to the general population. In order to accomplish this PS 234Q has designed a program where former ELLs are placed into classrooms where they continue to receive ESL support but are also integrated with the general population of students. These classes are instructed by ESL certified teachers or receive the support of an ESL certified push-in teacher. During the two years transitional period the following plan of action is enacted:

- A) Students are integrated and immersed into general population.
- B) Students continue to receive ESL support from certified providers.
- C) Students continue to receive instruction utilizing ESL strategies.
- D) Students are targeted by the intervention department to receive additional support in their areas of need (English Language Arts, Reading or Math). This within a small group setting.

At PS 234Q we are constantly seeking new methodologies, resources and materials to further enhance our student development. This year we targeted the special needs sub-group and purchased several kits from continental press for ELA and a new math curriculum (EqualsAble.net). These programs and or materials were purchased only after careful consideration was made that they were aligned to the core standards and that differentiated instruction is included. In addition they must have an ESL component incorporating ESL strategies and appropriate resources for the particulars sub-groups.

PS 234Q is pleased with the consistent progress and movement in proficiency of our ELL students population. We will continue to add resources as they deemed necessary but at this point the program has yield great results and will continue without the discontinuation of any programs or parts of the program.

The ELL population of students at PS 234Q is afforded equal access to the entire range of programs and services available in our school.

The ELL students are schedule to participate in all the activities alongside their general education peers. This includes but is not limited to Gymnasium classes, Open Access Library, Lunch periods, Trips among others. This model is designed for the maximization of the interaction among ELL students and general population students. The goal is to bring forth communication that leads towards language acquisition and the development of social networking skills.

PS 234 takes pride in providing our students with the most up to date learning tools. Effective this year, all the classrooms in our school have been equipped with Promethean Boards. This tool will be utilized to develop and conduct lessons that will address the learning styles of all students through differentiated instruction. At the same time data is obtained and then analyzed to assure the development of new goals as the student progresses. Furthermore the students have access to laptop computers that served as tools for the teacher to address the needs of the individual students. The four modalities of ESL Reading, Writing, Speaking and Listening are addressed through differentiated lessons. These and other technologies are utilized to enhance teaching throughout the core curriculum and as additional support for ELL and general education students.

The ESL program is implemented at PS 234Q, as it is the program of choice by most parents of ELL students. This program is conducted in English but the native language, of the ELL students, is utilized as a support for language acquisition. Each classroom at PS 234q has been provided with a native language library of the most prevalent languages in this school. These libraries support and encourage reading both in school and at home of those children who have abilities in their native languages. These skills can ease the acquisition of the second language and encourage parents participation by given them a tool through which they can actively participate in their children's educational journey.

The programs offered at PS 234Q for ELL students are aligned to the New York State ESL standards. All the materials and lessons are developed to be age appropriate as well as level appropriate for the individual needs of the students. The ELL students are also supported by various specialists who provide IEP services for those children who are identified to have special needs. They also receive guidance and other services when necessary. Translation services are also provided as the individual cases might require.

PS 234Q consistently strides to make the students enrollment process smooth and friendly for both students and parents. In the spring the parents and the incoming kindergarten students are invited to a special orientation where they meet the kindergarten teachers and also visit the current kindergarten classes. At this orientation the parents are also advised on what the expectations are for the children who will attend kindergarten in the fall. Parents are also instructed on how to help their children to achieve these goals. The parents of ELL students and their children also attend this orientation. Translation is provided when necessary and or requested.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development

The ESL department offers Professional development to school's staff. During this training the staff is provided with information on how ELL students are identified and placed. ESL teachers will also conduct training, for teachers working with ELLs to provide them with the knowledge of implementing ESL strategies in their classroom. In addition they will be trained in utilizing the ESL components of the Reading Street and the Treasure Chest series. During these professional development sessions, additional training is provided to teachers to enhance teaching the content areas to ELL students.

P.S.234 Professional Development Program will focus on providing teachers with scaffolding and differentiated instruction strategies for

Part V: Assessment Analysis

A. Assessment Breakdown

programs and all areas of interaction with ELL students. Participating teachers will be paid the trainee rate and teacher trainers will be paid at the per session rate. These sessions will be facilitated by ELL licensed personnel and administrators. The teachers will receive 12 hours of ESL training and will meet and exceed the 7.5 hours mandated by the NYS Education Department.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	1	3	2	1								19
Intermediate(I)	5													5
Advanced (A)	1	4												14
Total	7	6	1	3	2	1	0	0	0	0	0	0	0	38

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	2	0	2							
	Y	0	7	7	8	5	6							
	A	0	17	12	12	4	14							
	P	0	7	6	8	7	1							
READING/ WRITING	B	0	2	2	5	4	2							
	I	0	16	8	14	7	10							
	A	0	10	12	11	5	11							
	P	0	3	3	8	9	9							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	6	13	1	21
4	2	21	9	0	32
5	6	13	2	0	21
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		7		11		3		21
4	0		17		16		0		33
5	1		16		10		1		28
6									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		11		19		32
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	6		4		16		1		27
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

The Early Childhood Literacy Assessment System (ECLAS-2) is an assessment designed to help teachers determine the progress in literacy development in children from grades K-3. The activities include individual administered and group administered activities designed to measure each child's progress in Phonemic Awareness, Phonics, Reading and Oral Expression, and Listening and Writing. ECLAS-2 assesses Grades K-3 and contains 8 levels. Each level provides benchmarks that correspond to a specific grade and term. For example, Level 4 benchmarks correspond to the second half of Grade 1. Each activity benchmark corresponds to an expected level of performance by midyear and end-of-year, at each grade level. The Class Record Sheet contains a place to record results of every strand and its sub-skills for each student. The Class Record Sheet enables teachers to quickly see the level each student has achieved in each strand. The Spelling Class Record Sheet lists each of the spelling conventions. It enables teachers to quickly see the spelling conventions mastered by each student and those areas in which more instruction is needed. The Decoding Class Record Sheet shows the decoding conventions the child has mastered and those in which further instruction is needed. If a child does not master an Individual Activity he/she reassessed on those sub-skills not mastered during the subsequent assessment periods until mastery is achieved.

The Eclas-2 results indicate that:

In grade K, out of 37 students, 14 are in level I, 12 are in level II, 7 are in level III and 4 are in level IV or above.

as fluency activities (both word decoding fluency and sentence fluency activities), the use of predictable pattern books, hands on activities with vocabulary words, character studies, literacy centers, and author studies are also used to expose students to a variety of books written by the same author. The lessons for these students are modified to scaffold and provide language support by an ESL specialist.

An evaluation of the NYSESLAT and LAB-R scores, of the currently enrolled ELL students, was conducted with a focus in 2 distinct areas: The scores were analyzed through the scale score model provided by the NY Department of Education. Through this model we were able to determine the level of proficiency in reading and writing components as well as the listening and speaking components for each individual child who had been assessed through the NYSESLAT

The data analysis indicates that as a whole the ELL students are performing better in the listening and speaking components of the NYSESLAT. The numbers indicate that a majority of the students are either at an advanced or intermediate level in these two components. This pattern is supported throughout the grades. The lower grades show weakness in the reading and writing components. The upper grades show improvement in the reading and writing components but these two areas remain the weakest for the entire ELL population. Focus, for students, will be given on more practice in the reading and the writing areas.

The development of lessons and the materials utilized to teach, ELL students, will be based on the trends and indicators the data analysis yields. As indicated by the data trends the main focus will be but not limited to, reading and writing. Differentiated instruction lessons will be implemented to address the needs of ELL students in the four modalities; reading, writing, listening and speaking. New Technologies such as the promethean boards and laptop carts will serves as tools in the implementation and obtainment of these goals. Additionally phonics and the open court curriculum will be utilized to supplement the reading and writing programs. Emphasis will also be given to developing and adding more ESL strategies to the lessons being taught. The ESL components of the Treasure Chest reading series as well as the ESL component of the Reading Street reading series will be utilized as useful tools in the achievement of these goals. The students will also be supported individually through conferencing between teacher and student. Additionally after school programs through Title 3 will serve as additional support for ELL students in need of academic remediation and or enrichment.

The NYS ELA Assessment 3rd to 5th grade.

An evaluation of the ELA scores of ELL students who were tested was conducted to identify the patterns and trends in performance by this sub-group. This analysis was conducted by grade to accommodate for the tests content and level. In the 3rd grade 21 ELL student were tested. 4% of the students scored at level 1. 29% scored at level 2. 62% scored at level 3 and 5% scored at level 4. In the fourth grade 32 ELL students were tested. 6% scored at level 1. 66% scored at level 2. 28% scored at level 3 and 0% scored at level 4. In the 5th grade 21 ELL students were tested 29% scored at level 1. 62% scored level 2. 10% scored at level 3 and 0% scored at level 4.

The trends in the tested grades indicate a need for additional support in ELA instruction for the vast majority of ELL students tested in ELA. The goals for ELL students will be for these students to score on or above grade level by the end of the school year. The necessary materials and accommodations are in place as previously stated. All grades continue to receive additional support through our after school programs and Inquiry teams. The school leadership team and teachers are using the assessment data analysis to tailor our programs and instruction to the needs of our students. The analysis provides the data necessary to determine the areas of need for individual students. The leadership directs the teachers to use this data in order to create lessons geared to address the areas of need of the students. The teachers individualize instruction according to the specific data for individual students. They also as utilize group instruction. The groups are created through common areas of need. Students with the similar needs are grouped together and are taught strategic lessons to address their needs. The leadership also provides the teachers with the materials necessary to support these lessons. This data also helps to determine the focus of the after school ESL Program and the Inquiry Teams.

The NYS Math Assessment data includes Grades 3-5th.

- The data analysis indicates that in Grade 3, out of the 21 students, .0 % are in Level I, 33% are in Level II, 52% are in Level III and 14 % are in level IV.
- The results indicate that in Grade 4, out of the 33 students, 0 % are in Level I, 52% are in Level II, 48% are in Level III and 0 % are in level IV.
- The results indicate that in Grade 5, out of the 28 students, 4% are in Level I, 57% are in Level II, 36% are in Level III and 4 % are in level IV.

The 09-10 Math results, for the ELL population, confirmed that the annual goal of a 2% increase, in students scoring on or above grade level,

was met and exceeded. There was a 9 % increase, from 56 % the previous year to 67 % this year, in students scoring on or above grade level.

The data analysis indicates that most of the ELL students are approaching or meeting the standards in math. In order to have students achieve higher gains the use of ESL strategies will be more thoroughly applied in the math curriculum. All grades will receive additional support through our after school programs, and Inquiry driven instruction. In addition the classroom teachers utilize ESL in the content areas, such as the CALLA Model, to further assist the ELL students in understanding the curriculum and material being taught. The faculty will develop the lessons utilizing the differentiated instruction model. Within this model individual students will focus on their areas of need. They will create obtainable goals that will result in further gains in math scores. The incorporation new technologies, such and prometean boards and laptops, will also support this effort.

Science:

The NYS science assessment for 4th graders:

At PS 234Q 34 ELL students were tested in science.

Part VI: LAP Assurances

The pattern indicates that the ELL population is meeting and a exceeding the standard in the science component. PS 234Q provides ELL students the regular science curriculum through the use of ESL methodologies. ESL trained personnel and certified teachers assure student

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		10/28/10
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 234					
District:	30	DBN:	30Q234	School		343000010234

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	35	36	36		94.5	95.0	95.6
Kindergarten	102	104	114				
Grade 1	112	102	104	Student Stability - % of Enrollment:			
Grade 2	113	111	101	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	118	109	112		95.9	94.5	94.6
Grade 4	95	113	109				
Grade 5	112	103	116	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		81.1	88.3	88.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		11	9	5
Grade 12	0	0	0				
Ungraded	3	10	7	Recent Immigrants - Total Number:			
Total	690	688	699	(As of October 31)	2007-08	2008-09	2009-10
					27	14	11

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	38	36	29	Principal Suspensions	10	10	5
# in Collaborative Team Teaching (CTT) Classes	0	0	5	Superintendent Suspensions	0	0	0
Number all others	30	29	35				

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	207	171	TBD
# ELLs with IEPs	6	28	TBD
Number of Teachers	59	59	52
Number of Administrators and Other Professionals	20	18	7
Number of Educational Paraprofessionals	0	0	10

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	96.6	100.0
				% more than 2 years teaching in this school	76.3	74.6	94.2
				% more than 5 years teaching anywhere	47.5	52.5	73.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	90.0	98.1
American Indian or Alaska Native	0.0	0.0	1.7	% core classes taught by "highly qualified" teachers	100.0	98.1	98.5
Black or African American	4.9	2.9	5.2				
Hispanic or Latino	43.8	42.2	42.1				
Asian or Native Hawaiian/Other Pacific	25.5	26.6	23.2				
White	25.2	25.3	27.8				
Male	48.0	46.1	46.6				
Female	52.0	53.9	53.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1		v		
	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:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	X	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	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:	67.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.5						

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

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

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