

**THE SUSAN B. ANTHONY ACADEMY  
I.S. 238Q**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**



**SCHOOL: 29Q238**  
**ADDRESS: 88-15 182<sup>ND</sup> STREET HOLLIS NY 11423**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 238      **SCHOOL NAME:** The Susan B. Anthony Academy

**SCHOOL ADDRESS:** 88-15 182<sup>nd</sup> Street Hollis, NY 11423

**SCHOOL TELEPHONE:** 718 297 9821      **FAX:** 718 658 5288

**SCHOOL CONTACT PERSON:** Julia Boone      **EMAIL ADDRESS:** jboone@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Patrick Sullivan

**PRINCIPAL:** Joseph D. Gates

**UFT CHAPTER LEADER:** Juan Tineo

**PARENTS' ASSOCIATION PRESIDENT:** Julian Jones

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 29

**CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-  
Public Education Association

**NETWORK LEADER:** Mae Fong

**SUPERINTENDENT:** Lennon Murray

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

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

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

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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The Susan B. Anthony Academy is located in the Hollis section of Queens, New York. This middle school serves a population of approximately 1,641 students from culturally diverse backgrounds. The community is home to many new immigrants from Guyana, Jamaica, and the Middle East. The school is a central part of the community to many of the students and their families.

At present, The Susan B. Anthony Academy is the highest performing middle school in District 29 placing 1<sup>st</sup> place in Mathematics and 1<sup>st</sup> place in Literacy achievement (as measured by city and state testing). The school has also received an "A" rating on the NYC report card and a "Proficient" rating in the Quality Review 2008-09. For the 2009 – 10 school year the school received a "C" rating, falling just 0.06 points below a "B." The Susan B. Anthony Academy has long sought a high ranking and will continue to strive to provide the most successful programs in District 29.

The school building, founded in 1971, is a community sanctuary as many programs other than school activities are coordinated here. The figure eight design, and the four functional floors of the building, are particularly challenging, as there are six exits and stairwells to watch at all times. Student work is displayed prominently throughout the building, particularly in classrooms where teachers are challenged to meet several criteria of indicators for an optimal learning environment. Recently the size of our cafeteria has been expanded to alleviate overcrowding. However, because of our large student enrollment, we must still schedule four (4) lunch periods. The cafeteria must hold 475 students per period.

The school houses three vertical academies. This greatly facilitates our efforts in terms of Academy specific activities and initiatives. As we refine our academies, our goal is for meaningful programs with grade specific elective courses that coincide with individual academy themes.

The Susan B. Anthony Academy IS 238Q - Home of Scholars and Champions is a school where learning is valued and achievement is nurtured and celebrated. The school culture sets high expectations for students, teachers, staff, administrators and parents. We seek to create a vibrant exciting school in which all children are engaged in learning, develop confidence in their own abilities to achieve their dreams and understand that through hard work and determination they can secure a bright future for themselves and their generation.

Responding to the research on effective middle school curriculum, the IS 238 staff seeks to refine and develop a school curriculum that is not only interesting and comprehensive, but also culturally relevant. The Susan B. Anthony professional learning community proposes to establish a Magnet

School at IS 238Q commencing with the 2010-2011 school year. The Magnet School will be comprised of three themed Academies:

- The Sandra Day O'Connor Academy of Law & Government
- The Desi Arnez Academy of Fine and Performing Arts
- The Ed Bradley Academy of Multimedia & Telecommunication

### **The Sandra Day O'Connor Academy of Law & Government**

The Sandra Day O'Connor Academy of Law & Government will introduce students to the important role of Law in our society. Students will learn about the American justice system through direct experiences with lawyers, judges, politicians and our court system. Students will have an opportunity to learn the skill of debating by engaging in mock trials. Students will get the chance to meet students from other schools as they compete as members of the IS 238Q Debate Team and Mock Trial Team. Class trips to the United Nations, the New York Supreme Court, the Queens Courts, the District Attorney's Office and Queens Town Hall will bridge classroom learning to real world experiences.

### **The Desi Arnaz Academy of Fine and Performing Arts**

The Desi Arnaz Academy of Fine and Performing Arts will provide students with the opportunity to focus on Drama, Writing, Speaking, and Listening as ways to communicate and learn. Students will be involved in drama and musical workshops, learning theatrical games, improvisation, warm-ups, concentration exercises, voice dictation, terminology, acting, and stage production. They will learn art history and experience the pleasures of drawing, painting, sculpting and creating. They will be exposed to activities in the fields of vocal and instrumental music and dance encompassing many styles and cultures.

### **The Ed Bradley Academy of Multimedia & Telecommunication**

The Ed Bradley Academy of Multimedia and Telecommunication will introduce students to computer programs such as Print Shop, Excel, PowerPoint and Picasa 2. Students will enhance their organizational, public speaking, writing and presentation styles by mastering the computer program features identified above. Students will further develop their critical thinking, problem-solving and expository skills by participating in hi-tech and traditional media such as: writing, art, video, photography, graphics, music and computer multimedia. These abilities will provide a pathway for young adolescents to indulge their emerging interests in social and emotional issues.

The student body is served by many professionals and support staff, including one (1) principal, five (5) assistant principals, one (1) one hundred twenty-six (112) teachers, three (3) guidance counselors, twenty-three (23) paraprofessionals, four (4) secretaries, three (5) school safety officers, and nineteen (12) school aides. 92.4 percent of our teachers are fully licensed and permanently assigned to the school, 55.9 percent have more than 5 years teaching experience, and more than 78 percent hold a Masters Degree or higher. Three teachers are third year teachers. The staff includes a full-time

Literacy Coach, a National Boards Standards Teacher Trainer, a UFT Teacher Center Coach, and a Parent Coordinator.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of students lacking basic skills in both reading and mathematics, providing intensive professional development for teachers in strategies to meet the needs of special populations; and implementation of effective strategies for meeting the needs of the growing ELL population. I.S. 238's Comprehensive Educational Plan for 2010-2011 will reflect a concerted effort and specific plans to address the low academic achievement of all students, with an emphasis on extended periods, an infusion of literacy into other subject areas, and a team concept for all teachers and students.

Current strategies for improving instruction and student performance in English language arts include the implementation of a Balanced Literacy Approach for reading, which consists of the following: independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/ student reading and writing conferences. In addition literacy instruction will be enriched to include two author studies, vocabulary emphasizing tier 2 and tier 3 words, anthologies, grammar and punctuation, and writing of the various genres using the R.A.F.T. Method. This accompanies other classroom indicators that are already clearly visible in every classroom. These indicators include thematic word walls, short term and long term projects, monthly reports, and a book campaign posting.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	The Susan B. Anthony Academy				
<b>District:</b>	29	<b>DBN #:</b>	29Q238	<b>School BEDS Code:</b>	342900010238

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					90.7	92.7	93.1		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					93.0	93.0	93.0		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	516	453	477	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	491	523	550		66.8	66.8	76.5		
Grade 8	471	490	582						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					9	5	74		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
	26			(As of October 31)	2007-08	2008-09	2009-10		
Total	1504	1566	1628		57	50	37		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	64	74	75	Principal Suspensions	1	1			
No. in Collaborative Team Teaching (CTT) Classes	0	35	35	Superintendent Suspensions	17	18			
Number all others	77	39	92						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	39	37	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	124	186	137	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	8	20	23	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	103	103	115
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	26	27	14
(As of October 31)	2007-08	5	17	Number of Educational Paraprofessionals	5	17	16
	5	6	4				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.2	1	1	Percent more than two years teaching in this school	82.5	82.5	82.5
Black or African American	46.8	46	47	Percent more than five years teaching anywhere	71.8	71.8	71.8
Hispanic or Latino	26.1	28	27				
Asian or Native Hawaiian/Other Pacific Isl.	24.9	25	24	Percent Masters Degree or higher	94	94	94
White	0.9	1	1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.8	88.8	88.8
Multi-racial							
<b>Male</b>	48.7		51				
<b>Female</b>	51.3		49				

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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	TR - ELL	ELA:	
	Math:	Good Standing	Math:	
	Science:	Good Standing	Grad. Rate:	

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

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

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	Proficient
<b>Overall Score</b>	74.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	B 9.5	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	A 19.2	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	B 40.0	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	6.0	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

## Student Achievement Trends:



*District 29*

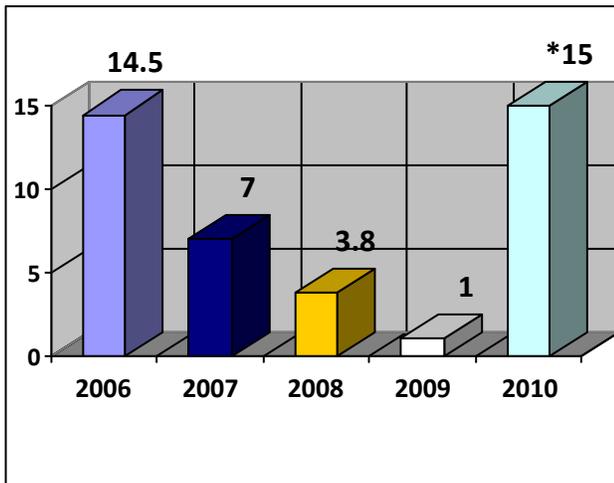


*The Susan B. Anthony Academy*

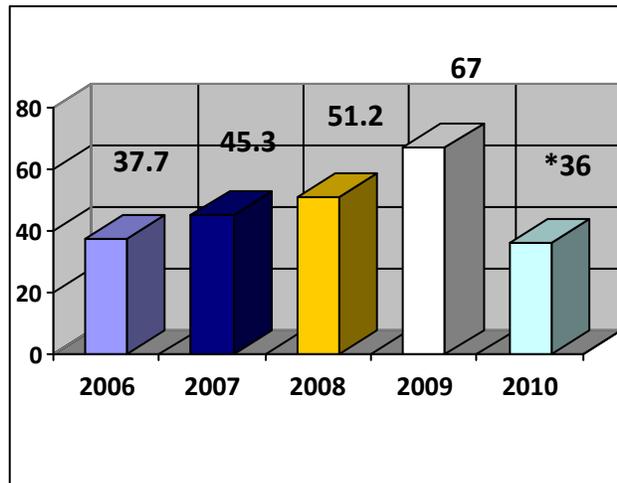
A comprehensive analysis of school data reveals the following:

## State Test Results (All Grades) English Language Arts

Percent of Students Not Meeting Learning Standards (Level 1) All Students ELA



Percent of Students Meeting the Learning Standards (Level 3 & 4) All Students ELA

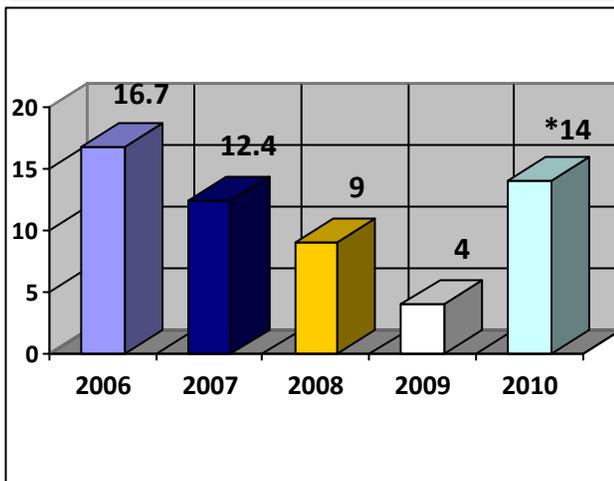


*\*2010 state ELA test set more challenging benchmarks to meet learning standards*

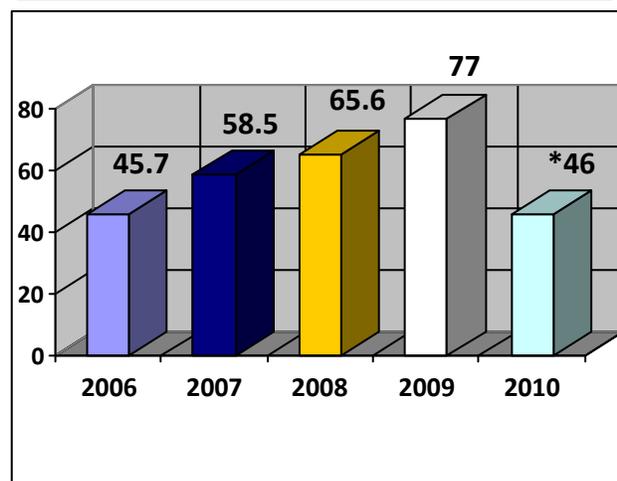
School performance on city and state English Language Arts tests for grades 6, 7, and 8 over the past four years for students achieving far below the state standard (Level 1) has decreased by 13.5% points. From 2006 to 2009, the number of students meeting or exceeding the standards (scoring at performance levels 3 and 4) has increased 29.3% points.

## State Test Results (All Grades) Mathematics

Percent of Students Not Meeting Learning Standards (Level 1) All Students Math



Percent of Students Meeting the Learning Standards (Level 3 & 4) All Students Math



*\*2010 state Mathematics test set more challenging benchmarks to meet learning standards*

School performance on city and state Grade 6, 7, and 8 Exams over the past three years for students achieving far below the state standard (Level 1) has decreased by 12.7% points. From 2006 to 2009, the number of students meeting or exceeding the standards for All Grades on the State Mathematics Exam (scoring at performance levels 3 and 4) has increased 31.3% points. The results of the City and State tests for the Susan B. Anthony Academy are posted below in comparison to the District 29 results.

# English Language Arts

## ELA – 2009 I.S. 238: TOTAL POPULATION

 # of Students Tested	Level 1 Percent	Level 2 Percent	Level 3 Percent	Level 4 Percent	Level 3 and 4 Percent
<b>6</b>	<b>15%</b>	<b>47%</b>	<b>37%</b>	<b>1%</b>	<b>38%</b>
<b>7</b>	<b>16%</b>	<b>50%</b>	<b>30%</b>	<b>4%</b>	<b>34%</b>
<b>8</b>	<b>13%</b>	<b>51%</b>	<b>34%</b>	<b>2%</b>	<b>36%</b>
<b>Totals</b>	<b>1,584</b>	<b>15%</b>	<b>50%</b>	<b>33%</b>	<b>36%</b>

## ELA District 29: TOTAL POPULATION

District 29 Data is not available

<b>District 29</b> # of Students Tested	Level 1 Percent	Level 2 Percent	Level 3 Percent	Level 4 Percent	Level 3 and 4 Percent
<b>6</b>					
<b>7</b>					
<b>8</b>					

## ELA – 2009 I.S. 238: GENERAL EDUCATION

 # of Students Tested	Level 1 Percent	Level 2 Percent	Level 3 Percent	Level 4 Percent	Level 3 and 4 Percent
<b>6</b>	<b>10%</b>	<b>48%</b>	<b>41%</b>	<b>1%</b>	<b>43%</b>
<b>7</b>	<b>13%</b>	<b>51%</b>	<b>32%</b>	<b>5%</b>	<b>37%</b>
<b>8</b>	<b>10%</b>	<b>50%</b>	<b>38%</b>	<b>2%</b>	<b>40%</b>
<b>Totals</b>	<b>1,407</b>	<b>11%</b>	<b>50%</b>	<b>37%</b>	<b>72%</b>

**ELA District 29: GENERAL EDUCATION**

District 29 Data is not available

<b>District 29</b>	<b># of Students Tested</b>	<b>Level 1 Percent</b>	<b>Level 2 Percent</b>	<b>Level 3 Percent</b>	<b>Level 4 Percent</b>	<b>Level 3 and 4 Percent</b>
6						
7						
8						

**ELA – 2009 I.S. 238: STUDENTS WITH IEP’S/SPECIAL EDUCATION**

	<b># of Students Tested</b>	<b>Level 1 Percent</b>	<b>Level 2 Percent</b>	<b>Level 3 Percent</b>	<b>Level 4 Percent</b>	<b>Level 3 and 4 Percent</b>
6	55	53%	40%	7%	0%	7%
7	57	44%	49%	7%	0%	7%
8	65	38%	58%	3%	0%	3%
<b>Totals</b>	<b>177</b>	<b>45%</b>	<b>50%</b>	<b>6%</b>	<b>0%</b>	<b>6%</b>

**ELA District 29: STUDENTS WITH IEP’S**

District 29 Data is not available

<b>District 29</b>	<b># of Students Tested</b>	<b>Level 1 Percent</b>	<b>Level 2 Percent</b>	<b>Level 3 Percent</b>	<b>Level 4 Percent</b>	<b>Level 3 and 4 Percent</b>
6						
7						
8						

# Mathematics

## I.S. 238 Mathematics – Total Population 2009:

	# of Students Tested	Level 1 Percent	Level 2 Percent	Level 3 Percent	Level 4 Percent	Level 3 and 4 Percent
<b>6</b>	<b>488</b>	<b>13%</b>	<b>38%</b>	<b>28%</b>	<b>22%</b>	<b>49%</b>
<b>7</b>	<b>557</b>	<b>15%</b>	<b>38%</b>	<b>34%</b>	<b>15%</b>	<b>47%</b>
<b>8</b>	<b>581</b>	<b>15%</b>	<b>43%</b>	<b>27%</b>	<b>15%</b>	<b>42%</b>
<b>Totals</b>	<b>1,626</b>	<b>14%</b>	<b>40%</b>	<b>29%</b>	<b>16%</b>	<b>46%</b>

## District 29 Mathematics – Total Population 2009

District 29 Data is not available

<b>District 29</b>	# of Students Tested	Level 1 Percent	Level 2 Percent	Level 3 Percent	Level 4 Percent	Level 3 and 4 Percent
<b>6</b>						
<b>7</b>						
<b>8</b>						

## I.S. 238 Mathematics – General Education Students 2009

	# of Students Tested	Level 1 Percent	Level 2 Percent	Level 3 Percent	Level 4 Percent	Level 3 and 4 Percent
<b>6</b>	<b>434</b>	<b>9%</b>	<b>37%</b>	<b>30%</b>	<b>24%</b>	<b>54%</b>
<b>7</b>	<b>499</b>	<b>11%</b>	<b>38%</b>	<b>37%</b>	<b>15%</b>	<b>52%</b>
<b>8</b>	<b>517</b>	<b>12%</b>	<b>43%</b>	<b>29%</b>	<b>17%</b>	<b>45%</b>
<b>Totals</b>	<b>1,450</b>	<b>11%</b>	<b>39%</b>	<b>32%</b>	<b>18%</b>	<b>50%</b>

**District 29 Mathematics – General Education Students 2009**

District 29 Data is not available

<b>District 29</b>	<b># of Students Tested</b>	<b>Level 1 Percent</b>	<b>Level 2 Percent</b>	<b>Level 3 Percent</b>	<b>Level 4 Percent</b>	<b>Level 3 and 4 Percent</b>
6						
7						
8						

**I.S. 238 Mathematics – Students with IEP's 2009/SPECIAL EDUCATION**

	<b># of Students Tested</b>	<b>Level 1 Percent</b>	<b>Level 2 Percent</b>	<b>Level 3 Percent</b>	<b>Level 4 Percent</b>	<b>Level 3 and 4 Percent</b>
6	54	43%	46%	11%	0%	11%
7	58	48%	43%	9%	0%	9%
8	64	38%	50%	13%	0%	13%
<b>Totals</b>	<b>176</b>	<b>43%</b>	<b>47%</b>	<b>11%</b>	<b>0%</b>	<b>11%</b>

**District 29 Mathematics – Students with IEPs 2009**

District 29 Data is not available

<b>District 29</b>	<b># of Students Tested</b>	<b>Level 1 Percent</b>	<b>Level 2 Percent</b>	<b>Level 3 Percent</b>	<b>Level 4 Percent</b>	<b>Level 3 and 4 Percent</b>
6						
7						
8						

The Susan B. Anthony Academy will expand upon the concept of three vertical Academies. An assistant principal will supervise each Academy and the students will rarely leave their assigned floors. There will be a process to match student interest to the themes of each Academy. The themes will create a more positive educational experience that will have invaluable effects on student and teacher morale. The houses will be implemented with other complementary programs in order to enhance student learning and achievement. Smaller learning communities will allow the school to:

- Help the student develop the skills necessary to assume an appropriate degree of responsibility for the learning process
- Set the tone for a successful, productive school day and lay the groundwork for future academic achievement
- Provide time to discuss school issues, concerns and programs using pre-planned activities
- Generate a positive school climate and enhance school spirit

The workshop model will be the thrust for all subject areas. The responsibilities of the Principal's Book of the Month and the Twenty-Five Book Campaign will be shared school-wide. The English Language Arts department will follow rigorous author (two of each on each grade), supplemented by the anthology series, *Spotlight On Literature*, and the various writing genres. Greater emphasis will be placed on teaching vocabulary, grammar, conventions and critical thinking skills. Some students assignment will focus on the use of *Scholastic Scope Magazine* The Mathematics Department will use Impact Math in grades 6, 7 and 8 and all mathematics teachers will use the workshop model for instruction. Social Studies classes will implement the use of the Citywide classroom literacy library and the use secondary sources including the use of supplemental resources such as *Junior Scholastic Magazine*. Science will be taught hands on and exploratory. Interim assessments in all major subjects will be to provide profiles for individual students and the data use to drive instruction and address students individual needs. Students with disabilities will participate in the workshop model to the same extent as students without disabilities. Special Education reading instruction will include the Wilson Program supplemented by Achieve 3000 and Read 180. We will have two collaborative team teaching classes, one on the sixth grade and the other on the seventh grade. Instructional materials at "just right" ability levels will be utilized to scaffold student acquisition of literacy skills. Accountable talk will be a featured strategy in our efforts to encourage students to take ownership in developing a knowledge base while acquiring habits of life-long learners.

Under the direction of the NCLB, the following goals for the Susan B. Anthony Academy were set.

**ELA Test Results 2009 (2010 results are embargoed for NCLB due to new testing standards)**

Pupil Type	Met A.M.O. (P.I. / A.M.O.)	Reached Safe Harbor	Safe Harbor Science	≤ 95% Participation
Total School	YES! (167/141)			99%
Students with Disabilities	No (134/136)	YES! (136/116)	YES! (83/73)	99%
White	N.A.			
American Indian Alaskan	N.A.			
Black	YES! (169/140)			100%
Asian	YES! (174/138)			99%
Limited English Proficiency	NO (128/138)	YES! (128/124)	NO (82/92)	99%
Hispanic	YES! (158/138)			99%
Economically Disadvantaged	YES! (167/141)			99%

**The total school population, and every subgroup, exceeds standards (with safe harbor) and met the 2007-2008 AYP. The school is proud of this accomplishment but is troubled by the less than stellar performance of Limited English Proficiency students in science. We will make adjustments and continue to implement progressive strategies to coincide with the ever increasing demands of NCLB.**

Though the school safely exceeds standards as a total population, it is evident that the school is just exceeding it's A.M.O. in two sub categories, Students with Disabilities and Limited English Proficiency students. We continue to hope that the Alternate Assessment will one day be factored into this important rating system. As a barrier free school we invest much time and energy into preparing students for Alternate Assessment and feel penalized that this is not recognized. With the addition of these scores the school would be soundly exceeding state accountability measures for Students with Disabilities.

A program in use to target deficient readers is the **Wilson Reading System**. It is a research-based reading and writing program. It is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. The language

system of English is presented in a systematic and cumulative manner so that it is manageable. It provides an organized, sequential system with extensive controlled text to help teachers implement a multisensory structured language program.

The following represents our current status for grade 8 Mathematics test results for the 2008- 2009 school year and the correlation between the Susan B. Anthony Academy's P.I. (Performance Index) and the A.M.O. (Annual Measurable Objective).

**Mathematics Test Results 2009 (2010 results are embargoed for NCLB due to new testing standards)**

Pupil Type	Met A.M.O. (P.I. / A.M.O.)	Reached Safe Harbor	Safe Harbor Science	
Total School	YES! (176/116)			100%
Students with Disabilities	YES! (133/111)			99%
White	N.A.			
American Indian Alaskan	N.A.			
Black	YES! (176/115)			100%
Asian	YES! (182/113)			100%
Limited English Proficiency	YES! (146/111)			99%
Hispanic	YES! (167/114)			100%
Economically Disadvantaged	YES! (176/116)			100%

**The total school population, and every subgroup, school safely exceeds standards and met the 2008-2009 AYP. The school is proud of this accomplishment and will continue to implement progressive strategies to coincide with the ever increasing demands of NCLB.**

The foundation of our needs assessment is based on the requirement under the federal *No Child Left Behind Act of 2001*. Through this assessment we are equipped to meet the educational needs of our students. The Susan B. Anthony community is dedicated in achievement of all of its students. The data collected in the needs assessment will help indicate areas of weakness that will be addressed during the 2009 - 2010 school year

## Sixth Grade English Language Arts

Grade 6 Student Performance on the NYSTP -Reading Test/ELA Test								
All Tested Students								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2003	121	20.9	298	51.5	151	26.1	9	1.6
2004	134	24.4	229	41.6	158	28.7	29	5.3
2005	61	13.2	179	38.7	180	38.9	43	8.2
2006	36	9.2	200	51.1	138	35.2	18	4.6
2007	9	2.1	190	44.6	202	47.4	25	5.9
2008	12	2.5	252	51.6	219	44.9	5	1.0
2009	0	0	124	27.0	313	68.0	28	6.0
2010	71	15.0	224	47.0	175	37.0	3	1.0

Grade 6 Student Performance on the NYSTP -Reading Test/ELA Test								
General Education Students								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2003	86	16.5	276	53.0	150	28.8	9	1.7
2004	105	21.0	212	42.3	155	30.9	29	5.8
2005	50	11.6	164	38.1	174	40.4	43	10.0
2006	23	6.4	179	50.1	137	38.4	18	5.0
2007	5	1.3	169	42.3	201	50.3	25	6.3
2008	6	1.4	200	47.0	215	50.5	5	1.2
2009	0	0.0	92	22.0	296	71.0	25	6.0
2010	41	10.0	201	48.8	171	41.0	4	1.0

Grade 6 Student Performance on the NYSTP -Reading Test/ELA Test								
Special Education Students								
Year	Level 1		Level 2		Level 3		Level 4	

	#	%	#	%	#	%	#	%
<b>2003</b>	35	60.3	22	37.9	1	1.7	0	0.0
<b>2004</b>	29	59.2	17	34.7	3	6.1	0	0.0
<b>2005</b>	11	34.4	15	46.9	6	18.8	0	0.0
<b>2006</b>	13	37.1	21	60.0	1	2.9	0	0.0
<b>2007</b>	4	15.4	21	80.8	1	3.8	0	0.0
<b>2008</b>	6	9.7	52	83.9	4	6.5	0	0.0
<b>2009</b>	0	0	30	68.0	14	32.0	0	0.0
<b>2010</b>	29	53.0	22	40.0	4	7.0	0	0.0

**Summary of Data Analysis / Findings - Sixth Grade NYSTP -Reading Test:**

An analysis of the New York State and City English Language Arts Assessment results, over the three year period from 2007 - 2009, indicates the following:

Results for **all students tested** indicate a very positive trend over a three year period with 2009 demonstrating a 19.7% increase in the number of students performing at level 3 & 4 (53.3% in 2007, to 73.0% in 2009) while reducing the students performing at level 1 from 2.1% to 0.0%. For the first time ever, there are no more level one students in the 6<sup>th</sup> grade in the entire school.

\*\*\*In 2010, the tests were recalculated to account for tougher standards set by the state. Under the more rigorous standards, level 3 & 4 students declined from 74% to 38%.

Results for **general education students** indicates a substantial increase of 20.4% in the number of students (from 56.6% to 77.0%) performing at level 3 & 4, and a perfect decrease in the number of students performing at level 1 (1.3% in 2007 and 0.0% in 2009).

\*\*\*In 2010, with new tougher testing criteria, general education level 3 & 4 students declined from 77% to 42%.

Results for **special education students** indicates a dramatic increase of students performing at level 3 & 4 (3.8% in 2007 to 32%), and a perfect decrease in the number of students performing at level 1 (15.4% in 2007 and 0.0 in 2009).

\*\*\* In 2010, with new tougher testing criteria, special education level 3 & 4 students declined from 32% to 7%.

**Bottom Line Analysis:**

An analysis of the sixth grade NYSTP -Reading Test, from 2007 -2009 years indicates a steep rise in performance levels. The overall trend for the school is successful as students performing at level 1 in decreased to 0. The sixth grade progress has been an outstanding success.

\*\*\*2010 results indicate a system wide resetting of targets and standards. 38% percent of level 3 & 4 students now marks the benchmark from which students must now improve through implementation of more effective academic programs.

**Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following implications for our schools Sixth grade English language Arts programs will include the above implications as stated under the school wide implications for the instructional program plus the following results from the grow report and interim assessments data which indicates student weakness across the grade in the following literacy skills:

- Information and understanding
- Literary Response
- Critical Analysis

All students in the 6<sup>th</sup> grade will receive differentiated instruction using balanced literacy and student centered learning strategies.

We will continue to offer Academic Intervention Services to all students, with a focus on those not meeting standards.

We will continue to use the Wilson Reading System to special education students.

We will use the Read 180 reading programs for our special education.

We will use the Achieve 3000 and Rosetta Stone technology program for English Language Learners.

We will continue to expand each teacher's classroom libraries.

We will utilize the Kaplan series for ongoing test preparation for the 6<sup>th</sup> grade ELA test.

We will utilize several interim assessment data to guide instruction including the Aquity, in house five week departmental exams, and the practice city wide ELA test.

## Seventh Grade English Language Arts

Grade 7 Student Performance on the NYSTP -Reading Test/ELA Test								
All Tested Students								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2003	123	20.8	254	43.0	184	31.1	30	5.1
2004	212	34.5	196	31.9	143	23.3	64	10.4
2005	96	17.4	195	35.3	190	34.4	71	12.9
2006	68	13.9	189	38.6	216	44.1	17	3.5
2007	42	10.0	207	49.1	163	38.6	10	2.4
2008	6	1.3	136	30.2	302	67.1	6	1.3
2009	5	1.0	163	31.0	342	65.0	21	4.0
2010	86	16.0	273	50.0	160	30.0	22	4.0

Grade 7 Student Performance on the NYSTP -Reading Test/ELA Test								
General Education Students								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2003	96	17.5	240	43.7	183	33.3	30	5.5
2004	156	28.4	187	34.1	143	26.0	63	11.5
2005	75	14.9	171	34.1	186	37.1	70	13.9
2006	48	10.8	172	38.6	211	47.3	15	3.4
2007	36	9.4	179	46.9	157	41.1	10	2.6
2008	4	1.0	113	27.1	294	70.5	6	1.4
2009	0	0.0	113	25.0	318	70.0	18	4.0
2010	63	13.0	247	51.0	155	32.0	24	5.0

Grade 7 Student Performance on the NYSTP -Reading Test/ELA Test								
Special Education Students								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2003	27	64.3	14	33.3	1	2.4	0	0.0

<b>2004</b>	56	84.8	9	13.6	0	0	1	1.5
<b>2005</b>	21	42.0	24	48.0	4	8.0	1	2.0
<b>2006</b>	20	45.5	17	38.6	5	11.4	2	4.5
<b>2007</b>	6	15.0	28	70.0	6	15.0	0	0.0
<b>2008</b>	2	6.1	23	69.7	8	24.2	0	0.0
<b>2009</b>	7	1.0	47	66.0	22	31.0	7	1.0
<b>2010</b>	25	44.0	28	49.0	4	7.0	0	0.0

### **Summary of Data Analysis / Findings - Seventh Grade NYSTP -Reading Test:**

An analysis of the New York State and City English Language Arts Assessment results, over a three year period from 2007- 2009 indicates the following:

Results for **all students tested** indicate a very strong 28.0% increase in the number of students (from 41.0% in 2007 to 69.0% in 2009) performing at level 3 & 4. There was also a sharp decrease in the number of students performing at level 1 (10.0% in 2007 to 1.0 % in 2009).

\*\*\*In 2010, the tests were recalculated to account for tougher standards set by the state. Under the more rigorous standards, level 3 & 4 students declined from 69% to 34%.

Results for **general education students** indicate an outstanding increase in the number of students performing at level 3 & 4 (from 43.7% in 2007 to 74.0% in 2009). There was also a perfect decrease in the number of students performing at performing at level 1 (from 9.4% in 2007 to 0.0% in 2009).

\*\*\*In 2010, with new tougher testing criteria, general education level 3 & 4 students declined from 74% to 37%.

Results for **special education students** indicate a 17.0% increase in the number of students performing at level 3 & 4 (from 15.0% in 2007 to 32.0% in 2009) and a significant decrease in students performing at level 1 (from 15.0% in 2007 to 1.0% in 2009).

\*\*\* In 2010, with new tougher testing criteria, special education level 3 & 4 students declined from 32% to 7%.

### **Bottom Line Analysis:**

An analysis of the seventh grade CTB-Reading Test, from the past three years indicates a decrease in the number of all general education and special education students performing within in level 1. There was a very significant increase in the number of students achieving at a level 3 or above.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following implications for our schools seventh grade English language Arts programs will include the above implications as stated under the school wide implications for the instructional program plus the following results from the grow report data which indicates student weakness across the grade in the following literacy skills:

- Information and Understanding
- Literary Response

➤ Critical Analysis

All students in the 7<sup>th</sup> grade will receive differentiated instruction using balanced literacy and student centered learning strategies.

We will continue to offer Academic Intervention Services to all students, with a focus on those not meeting standards.

We will continue to use the Wilson Reading System for special education students.

We will use the Read 180 reading programs for our special education.

We will use the Achieve 3000 and Rosetta Stone technology program for English Language Learners.

We will continue to expand each teacher's classroom libraries.

We will utilize several interim assessment data to guide instruction including the Princeton Review, in house five week departmental exams and the practice city wide ELA test.

We will use the Kaplan Testing Systems for ongoing test preparation for the 7<sup>th</sup> grade State test

## Eighth Grade English Language Arts

<b>Grade Eight State Test Results in NYSTP English Language Arts</b>															
Category	Not Tested			Number and percent of Tested Students at Each Performance Level										Mean Scale Score	
	ALT	ELL	ABSENT	Level 1		Level 2		Level 3		Level 4		Level 3-4			Total
	#	#	#	#	%	#	%	#	%	#	%	#	%		#
<b>2003</b>															
General Education				41	9.1	247	54.5	142	31.3	23	5.1	165	36.4	453	690.0
Special Education				22	44.9	27	55.1	0	0.0	0	0.0	0	0.0	0	661.1
All Students				75	14.5	277	53.6	142	27.5	23	4.4	165	31.9	502	687.1
<b>2004</b>															
General Education				44	8.3	295	55.9	152	28.8	37	7.0	189	35.8	528	691.7
Special Education				23	46.9	25	51	1	2	0	0	1	2.0	49	655.3
All Students				67	11.6	320	55.5	153	26.5	37	6.2	190	32.9	577	688.6
<b>2005</b>															
General Education				55	10.5	304	58.1	143	27.3	21	4.0	164	31.6	519	685.9
Special Education				24	42.9	31	55.4	1	1.8	0.0	1.8	1	1.9	54	656.1
All Students				75	13.1	333	58.1	144	25.1	21	3.6	165	28.8	577	683.4
<b>2006</b>															
General Education				82	16.5	268	53.9	143	28.8	4	0.8	147	29.6	497	632.2
Special Education				28	52.8	24	45.3	1	1.9	0	0.0	1	1.9	53	592.0
All Students				103	19.0	292	53.8	144	26.5	4	0.7	148	27.3	543	628.3
<b>2007</b>															
General Education				28	6.1	223	48.7	199	43.4	8	1.7	207	45.2	458	646.1
Special Education				15	35.7	24	57.1	3	7.1	0	0.0	3	7.1	42	611.5
All Students				43	8.6	247	49.4	202	40.4	8	1.6	210	42.0	500	643.2
<b>2008</b>															
General Education				23	5.7	205	50.5	169	41.6	9	2.2	178	43.9	406	647.9
Special Education				12	25.0	33	68.8	3	6.3	0	0.0	0	6.3	48	617.5
All Students				35	7.7	238	52.4	172	37.9	9	2.0	181	39.9	454	644.7
<b>2009</b>															
General Education				4	1.0	155	35.0	271	61.0	13	3.0	284	64	444	658
Special Education				3	7.0	31	74.0	8	19.0	0	0.0	8	19.0	43	633
All Students				10	2.0	185	38.0	278	57.0	15	3.0	293	60.0	487	655
<b>2010</b>															

General Education				57	10.0	74	50.0	217	38.0	12	2.0	234	41.0	505	652
Special Education				25	38.0	38	58.0	2	3.0	0	0.0	2	3.0	65	627
All Students				74	13.0	292	51	192	34	11	2	203	36	570	649

**Summary of Data Analysis / Findings – NYSTP Eighth Grade State ELA Test:**

An analysis of the New York State English Language Arts Assessment results, over a three-year period from 2007 – 2009 indicates the following:

Results for **all students** indicate a 18.8% increase of students performing at level 3 or 4 from 2007 to 2009.

\*\*\*In 2010, the tests were recalculated to account for tougher standards set by the state. Under the more rigorous standards, level 3 & 4 students declined from 60% to 36%.

Results for **general education students** indicate a increase of students performing at or above level 3 from 2007 to 2009.

\*\*\*In 2010, with new tougher testing criteria, general education level 3 & 4 students declined from 64% to 41%.

Results for **special education students** indicate an 11.9 % increase of students performing at or above level 3 from 2007 to 2009.

\*\*\* In 2010, with new tougher testing criteria, special education level 3 & 4 students declined from 19% to 3%.

**Bottom Line Analysis:**

The data indicates positive trends for grade 8, and an overall success for the school’s ELA program.

**Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following implications for our schools Eighth grade English language Arts programs will include the above implications as stated under the school wide implications for the instructional program plus the following results from the Aquity report data which indicates student weakness across the grade in the following literacy skills:

- Recognizing the author’s purpose
- Words and phrases in context
- Literacy Response
- Information and Understanding
- Critical Analysis

All students in the 8<sup>th</sup> grade will receive differentiated instruction using balanced literacy and student centered learning strategies.

We will continue to offer Academic Intervention Services to all students, with a focus on those not meeting standards.

We will continue to offer Academic Intervention Services to all students, with a focus on those not meeting standards.

We will introduce the Wilson Reading System to special education students.

We will use the Read 180 reading programs for our special education.

We will use the Achieve 3000 and Rosetta Stone technology program for English Language Learners.

We will continue to expand classroom libraries.

We will utilize the Kaplan series for ongoing test preparation for the 8<sup>th</sup> grade ELA test.

We will utilize several interim assessment data to guide instruction including the Princeton Review, in house five week departmental exams and the practice city wide ELA test.

## All Students English Language Arts

Category	Number and percent of Tested Students at Each Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 3-4		Total
	#	%	#	%	#	%	#	%	#	%	#
<b>2003</b>											
General Education	230	15.0	766	50.0	475	31.0	62	4.0	537	35.0	1533
Special Education	89	57.8	63	40.9	2	1.3	0	0	2	1.3	154
All Students	319	18.9	839	49.1	477	28.3	62	3.7	539	32.0	1687
<b>2004</b>											
General Education	263	17.1	729	47.4	449	29.2	97	6.3	546	35.5	1538
Special Education	92	59	59	37.8	5	3.2	0	0	5	3.2	156
All Students	355	21.0	788	46.5	454	26.8	97	5.7	551	32.5	1694
<b>2005</b>											
General Education	180	12.4	639	43.9	503	34.5	134	9.2	637	43.8	1456
Special Education	56	40.6	70	50.7	11	8.0	1	0.7	12	8.7	138
All Students	236	14.8	709	44.5	514	32.2	135	8.5	649	40.7	1594
<b>2006</b>											
General Education	153	11.8	619	47.6	491	37.8	37	2.8	528	40.6	1300
Special Education	61	46.2	62	47.0	7	5.3	2	1.5	9	6.8	132
All Students	207	14.5	681	47.8	498	34.9	39	2.7	537	37.7	1425
<b>2007</b>											
General Education	69	5.6	571	46.0	557	44.9	43	3.5	600	48.4	1240
Special Education	25	23.1	73	67.6	10	9.3	0	0.0	10	9.3	108
All Students	94	7.0	644	47.8	567	42.1	43	3.2	610	45.3	1348
<b>2008</b>											
General Education	33	2.6	518	41.5	678	54.3	20	1.6	698	55.9	1249
Special Education	20	14.0	108	75.5	15	10.5	0	0.0	15	10.5	143
All Students	53	3.8	626	45.0	693	49.8	20	1.4	713	51.2	1392
<b>2009</b>											
General Education	9	1.0	368	28.0	881	67.0	66	5.0	947	72.0	1315
Special Education	5	3.0	109	69.0	44	28.0	2	1.0	45	29.0	158
All Students	14	1.0	471	45.0	928	63.0	59	4.0	1041	67.0	1473
<b>2010</b>											
General Education	155	11.0	703	50.0	521	37.0	42	3.0	549	39.0	1407
Special Education	79	45.0	89	50.0	11	6.0	0	0.0	11	6.0	177
All Students	237	15.0	792	50.0	523	33.0	32	2.0	570	36.0	1584

### **Summary of Data Analysis / Findings - School-wide State and City ELA:**

An analysis of the New York State and City English Language Arts Assessment results, over the three-year period from 2007 - 2009 indicates the following:

Results for **all students tested** indicate a 21.7% increase (from 45.3% to 67.0%) of students performing at level 3 & 4, and a 6.0 % decrease of students performing at level 1.

\*\*\*In 2010, the tests were recalculated to account for tougher standards set by the state. Under the more rigorous standards, level 3 & 4 students declined from 67% to 36%.

### **Bottom Line Analysis:**

The overall results for the school indicate two trends. One represents the increasing number of students testing out of performance level 1. The other shows a steady increase in the number of students achieving at or above level 3. Disaggregated data for special education indicates that their exam performance continues to improve, particularly with the increase in the number of students achieving at level 3.

### **Implications for the Instructional Program:**

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

The Administration and Teachers collaborated to create 10 Essential Learning Objectives (ELOs) for the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade ELA department. These goals are constructed from ELA State Standards and address the ten most vital skills for success on each grade's ELA state test. Every student will keep a portfolio that explicitly documents attainment or mastery of each Essential Learning Objective throughout the year. Students who do not successfully document complete the ELOs will be required to attend Summer School regardless of their state test results. The development and usage of ELOs as a practice is a monumental strategy for more effectively and consistently challenging students to achieve high standards.

In addition, we will implement the following strategies

- The continued implementation of the balanced literacy program. This program includes the following six dimensions of reading; phonological and phonemic awareness, word recognition (including phonics), fluency, background knowledge and vocabulary, comprehension strategies, and the motivation to read.
- The continuation of instructional practices that currently exist which hope to contribute to the overall improvement among all of our students at I.S. 238. The foundation of our instructional practices will be based on double period literacy blocks supplemented with additional Language Arts classes incorporating the workshop model.
- Reading teachers will not pull out students, but rather provide additional supplemental reading classes during periods that are not from the four core subjects (ELA, Mathematics, Science, and Social Studies).

- The continuation of team building. All members within a grade and floor (within the Language Arts Department) will be scheduled to teach at the same time, thus leaving preparatory periods free for the team to schedule daily meetings. These meetings will be used for planning thematic units, professional development, academic intervention, parent conferences, and disciplinary decisions. The power of team teaching has proven successful at Susan B. Anthony this past school year, and will continue for the 2010 – 2011 school year.
- The continued expansion classroom libraries is one of the primary focuses for the 2009 – 2010 year and beyond. Although libraries are present in several classrooms, we are going to extend this model to every discipline being taught in the school. The instructional practices of every teacher will have a common link to literacy. Traditionally, libraries were mostly evident in reading and language arts classrooms. This model will be expanded to include every subject including minor subjects, such as art, music, computers, and physical education. The material contained within the libraries will have a common link the respective curriculum being taught. The library will also be conveniently leveled for student usage.
- The continuation of the practice of using data to drive instruction. This includes the use of Acuity and our Five Week Departmental interim assessment. These benchmark exams will provide a strong indicator of how students are performing and adjust instruction and plan lessons to meet the needs of our students. In addition, the testing atmosphere will prepare students for similar conditions that they will be expected to undergo during the city and state exams.
- The continuation of instructional strategies that have contributed to overall student achievement, including block scheduling, daily literacy blocks, and research based writing projects.
- The continued support (pending available funding) of Academic Intervention Services to all students who are not meeting the state standards. This may be in the form of lunchtime tutorials, after school reading program, the sports and arts program (awarded to the school by a grant), the Saturday Supplemental Educational Services (SES) program, the Federal Emergency Management Agency (FEMA) program, guidance interventions, and vacation tutorials.
- The continuation and planning of intensive professional workshops for teachers, administrators, and parents to develop a stronger understanding of the best practices and techniques increase the performance level of all students. Workshops will focus on utilizing **Differentiated Instruction** as a model to create innovative instructional lessons.
- The continuation and support of the districts four-block literacy model. The model consists of reading aloud, shared reading, guided reading and writing, reading partnerships, independent reading, language exploration, and writing (responding to literature, producing long term reports, narrative accounts and procedures, and persuasive essays).
- Continuation of the 25 book read campaign to foster stronger reading habits.
- The continuation of the Least Restrictive Environment classroom model for inclusion classes.
- The continuation of the mainstreaming program in attempts to attain higher achievement for all special education students and English Language Learners.
- Teachers' analysis of the Item Skills Analysis and the Grow Report.
- The continued support of the UFT teacher center.
- The further incorporation of an instructional model, framework and curriculum consistent with the **Read 180**. This program will provide the framework for instruction that will be strengthened by our assessment of student needs and integrating the specific talents of our teaching staff.
- The use of **Achieve 3000** and **Rosetta Stone** for ELL students.
- Much emphasis will be placed on professional development for our Special Education, ESL and Bilingual teachers and standards based curriculum and instruction for students.

- By setting high academic expectations, carefully monitoring each child's progress, and delivering instruction that is focused on what each student needs to know, we will implement the following best practices:
- English Language Arts teachers organize instruction around Readers and Writers Workshops in which every student is expected to write in different genres and to read and analyze several books by the same author. This would include two author studies on each grade level.
- Sixth grade students with serious deficits in reading will take double-period "ramp-up" courses that prepare them to be successful in their regular classes.
- All teachers follow classroom rituals and routines that help students tackle demanding content and become independent learners.
- Teachers take on new roles and responsibilities and follow the same group of students for two or three years and as team members who collectively take responsibility for the success of each student on their team.
- Teachers participate in Study Groups and Teachers Meetings that strengthen their knowledge of the **Read 180** approach to teaching and learning. This includes learning how to conduct a close analysis of their students' work in relation to the standards, data analysis and using this knowledge to develop lessons calibrated to the needs of different students.
- The principal distributes leadership among key faculty members, develops a school leadership team structured to implement the design, and leads school-wide planning sessions in collaboration with the leadership team, parents and community members.

### **Special Education and ELL additional interventions and instructional Programs:**

### **Wilson Reading System:**

The basic purpose of the **Wilson Reading System** is to teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, vocabulary, oral expressive language development and comprehension. Throughout the program, a ten part lesson plan, designed to be very interactive between teacher and student, is followed. The lessons progress from easier to more challenging tasks for decoding and then spelling. The system ends with fluency and comprehension work.

One of the characteristics of the Wilson Reading System is that it was developed for students beyond grade three. It is used widely with middle school students, adolescents and adults. It has facets in common with other structured language programs; instruction is multisensory, systematic (sequential and cumulative), direct, and diagnostic. The teaching plan is based on continuous assessment of the student's needs. Some characteristics of the WRS that distinguish it from other structured language programs include:

- Research-based with over ten years of data collected and analyzed from school districts implementing the program.
- A systematic and cumulative approach to teach total word structure for decoding and encoding designed for students beyond grade three, adolescents, and adults.
- Includes **extensive** controlled text (wordlists, sentences, and stories) for application of skills and fluency.

- Uses a unique "sound tapping" system early in the program to help the student learn to differentiate the phonemes (speech sounds) in a word. This technique is used for both segmenting **and** blending sounds.
- The scope and sequence emphasizes six types of syllables.
- Coding of words is more limited than some programs; emphasis is primarily on application, coding is used as reinforcement.
- There is less emphasis on overwhelming students with the **language** of rules and more emphasis on the understanding and fluent application of the rules.
- Uses a simplified method of syllable division with penciling technique used for tracking.
- Teaches all concepts throughout the program with the manipulation of cards (sound cards, syllable cards, and suffix cards).
- Fluency is emphasized from the beginning.
- The commitment to implementation extends beyond fast "in and out" workshops.
- The program is comprehensive; it is designed to follow students from one grade to the next, as needed.
- Criterion-based assessment built into the program measures student progress and success.

## **Achieve 3000:**

Achieve3000 Solutions use a proprietary software engine and online, summative assessment tool, to differentiate language arts instruction based on each student's Lexile level. So while an entire class receives the *same* assignments and activities, each student receives the assignment tailored automatically and precisely to *his or her reading level*. In this way, Achieve3000 ensures that every student is in his or her "Zone of Proximal Development" - where real learning and skills mastery occur. Achieve 3000 is a scientifically research-based, proven-effective solutions designed to meet students' essential needs.

## **Rosetta Stone:**

The Rosetta Stone program is designed to build vocabulary and language abilities.

- Read, write, speak and understand English
- Speak English without a script
- Retain what you've learned
- Practice unscripted conversations in English
- Negotiate complex situations with confidence and accuracy

### **Sample topics include:**

- The basics, such as age and family relations
- Questions, greetings, introductions
- Telling time, calendar terms, the weather
- Directions, locations, dining out
- Emotions, opinions, ideas

- Political, media, business terms
  - Arranging home repairs
  - Planning to move abroad
  - Discussing the arts and tourism
  - Careers and conducting interviews
  - Problem-solving and commercial transactions
- 
- In both written and spoken English some pairs of words are combined into a shorter form, called a contraction. In spoken English, if a contraction exists for a pair of words, the full forms will be used relatively infrequently (mostly for emphasis). For example, the words “it is” are often written and pronounced “it’s.”
  - Students will notice that English spelling is irregular, with the same sounds being written in different ways.
  - Sometimes words may be spelled the same but have different meanings and pronunciations. Rosetta Stone teaches you to distinguish between these words through context.
  - English nouns have singular and plural forms, but they don’t have masculine or feminine forms.

## Sixth Grade Mathematics

Grade 6 Student Performance on the NYSTP -Mathematics Test								
All Tested Students								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2003	168	27.4	278	45.4	125	20.4	42	6.9
2004	130	22.7	245	42.8	136	23.8	61	10.7
2005	119	24.4	178	36.5	108	22.1	83	17.0
2006	58	14.4	130	32.2	188	46.5	28	6.9
2007	41	9.5	97	22.5	198	45.8	96	22.2
2008	42	8.4	103	20.6	253	50.6	102	20.4
2009	28	6.0	76	16.0	266	56.0	100	21.0
2010	63	13.0	185	38.0	135	28.0	105	22.0

Grade 6 Student Performance on the NYSTP -Mathematics Test								
General Education Students								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2003	130	23.5	258	46.7	123	22.2	42	7.6
2004	99	19.0	227	43.5	135	25.9	61	11.7
2005	97	21.3	169	37.1	107	23.5	82	18.0
2006	39	10.6	116	31.5	185	50.3	28	7.6
2007	32	7.9	83	20.5	194	47.9	96	23.7
2008	19	4.4	83	19.0	235	53.8	100	22.9
2009	22	5.0	54	13.0	254	59.0	99	23.0
2010	39	9.0	161	37.0	130	30.0	104	24.0

Grade 6 Student Performance on the NYSTP -Mathematics Test								
Special Education Students								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2003	38	63.3	20	33.3	2	3.3	0	0.0
2004	31	62.0	18	36.0	1	2.0	0	0.0
2005	22	66.7	9	27.3	1	3.0	1	3.0
2006	19	51.4	15	40.5	3	8.1	0	0.0
2007	9	33.3	14	51.9	4	14.8	0	0.0
2008	23	36.5	20	31.8	18	28.6	2	3.2
2009	10	23.0	21	48.0	13	30.0	0	0.0
2010	23	43.0	25	46.0	6	11.0	0	0.0

### **Summary of Data Analysis / Findings - Sixth Grade NYSTP -Mathematics Test:**

An analysis of the New York City **NYSTP** mathematic assessment results, over the three year period from 2007 - 2009, indicates the following:

Results for **all students** indicate a 9.0% increase of students performing at level 3 or 4 from 2007 to 2009.

\*\*\*In 2010, the tests were recalculated to account for tougher standards set by the state. Under the more rigorous standards, level 3 & 4 students declined from 77% to 50%.

Results for **general education students** indicate a 9.4 % increase of students performing at or above level 3 from 2007 to 2009.

\*\*\*In 2010, with new tougher testing criteria, general education level 3 & 4 students declined from 82% to 54%.

Results for **special education students** indicate a 15.2% increase of the students. performing at level 3 and 4.

\*\*\* In 2010, with new tougher testing criteria, special education level 3 & 4 students declined from 30% to 11%.

**Bottom Line Analysis:** In a three year period, level 3 & 4 students have increased markedly. There was also a modest decrease of students performing at level 1.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following implications for our schools sixth grade mathematic programs will include the above implications as stated under the school wide implications for the instructional program plus the following results from the grow report data which indicates student weakness across the grade in the following mathematical skills:

- Number and Numeration
- Measurement
- Pattern/ Functions
- Mathematical Reasoning
- Modeling/ Multiple Representation
- Uncertainty

We will continue to offer Academic Intervention Services to all students, with a focus on those not meeting standards.

We will utilize the Kaplan series for ongoing test preparation for the 6<sup>th</sup> grade Mathematics test.

All classrooms will have mathematically themed classroom libraries.

Special Education students will be offered **Destination Math**.

## Seventh Grade Mathematics

Grade 7 Student Performance on the NYSTP -Mathematics Test								
All Tested Students								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2003	256	40.8	181	28.9	131	20.9	59	9.4
2004	212	34.5	196	31.9	143	23.3	64	10.4
2005	146	25.5	188	32.8	175	30.5	64	11.2
2006	99	18.6	209	39.2	175	32.8	50	9.4
2007	53	12.2	129	29.7	193	44.5	59	13.6
2008	24	5.2	111	23.8	251	53.9	80	17.2
2009	11	2.0	93	17.0	322	59.0	120	22.0
2010	81	15.0	213	38.0	188	34.0	75	13.0

Grade 7 Student Performance on the NYSTP -Mathematics Test								
General Education Students								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2003	214	36.7	179	30.7	131	22.5	59	10.1
2004	156	28.4	184	34.1	143	26.0	63	11.5
2005	121	23.0	167	31.7	174	33.1	64	12.2
2006	72	14.7	196	40.1	172	35.2	49	10.0
2007	37	9.4	112	28.4	188	47.6	58	14.7
2008	16	3.7	94	21.8	241	55.9	80	18.6
2009	5	1.0	66	14.0	289	61.0	119	25.0
2010	55	11.0	190	38.0	185	37.0	75	15.0

Grade 7 Student Performance on the NYSTP -Mathematics Test								
Special Education Students								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2003	42	95.5	2	4.5	0	0.0	0	0.0
2004	56	84.4	9	13.6	0	0.0	1	1.5
2005	25	53.2	21	44.7	1	2.1	0	0.0
2006	27	62.8	13	30.2	2	4.7	1	2.3
2007	16	41.0	17	43.6	5	12.8	1	2.6
2008	8	22.9	17	48.6	10	28.6	0	0.0
2009	7	10.0	30	42.0	33	46.0	2	3.0
2010	28	48.0	25	43.0	5	9.0	0	0.0

### **Summary of Data Analysis / Findings - Seventh Grade NYSTP -Mathematics Test:**

An analysis of the New York City CTB mathematic assessment results, over the six year period from 2006 - 2009, indicates the following:

Results for **all students tested** indicate a 22.9% increase (from 58.1% to 81%) of students performing at level 3 & 4. Level 1 students decreased 10.2% during this same period.

\*\*\*In 2010, the tests were recalculated to account for tougher standards set by the state. Under the more rigorous standards, level 3 & 4 students declined from 81% to 41%.

Results for **general education students** indicate a 23.3% increase (from 62.7% to 86.0%) of students performing at level 3 & 4

\*\*\*In 2010, with new tougher testing criteria, general education level 3 & 4 students declined from 86% to 52%.

Results for **special education students** indicate a 33.6% increase (from 15.4% to 49.0%) of students performing at level 3 & 4.

\*\*\* In 2010, with new tougher testing criteria, special education level 3 & 4 students declined from 49% to 9%.

**Bottom Line Analysis:** The level 3 & 4 students have increased dramatically until the new tougher testing standards set back those achievements.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following implications for our schools seventh grade mathematic programs will include the above implications as stated under the school wide implications for the instructional program plus the following results from the grow report data which indicates student weakness across the grade in the following mathematical skills:

- Number and Numeration
- Measurement
- Pattern/ Functions
- Mathematical Reasoning
- Modeling/ Multiple Representation
- Uncertainty

We will continue to offer Academic Intervention Services to all students, with a focus on those not meeting standards.

We will utilize the Aim Higher series for ongoing test preparation for the 7<sup>th</sup> grade Mathematics test.

All classrooms will have mathematically themed classroom libraries.

Special Education students will be offered additional supplemental mathematics books.

Special Education students will be offered **Destination Mathematics**.

## Eighth Grade Mathematics

Category	Number and percent of Tested Students at Each Performance Level											Mean Scale Score
	Level 1		Level 2		Level 3		Level 4		Level 3-4		Total	
	#	%	#	%	#	%	#	%	#	%	#	
<b>2002</b>												
General Education	178	35.7	214	42.9	92	18.4	15	3.0	107	21.4	499	692
Special Education	48	85.7	8	14.3	0	0.0	0	0.0	0	0.0	56	636
All Students	226	40.7	222	40.0	92	16.6	15	2.7	107	19.3	555	687
<b>2003</b>												
General Education	155	31.1	199	40.0	125	25.1	19	3.8	144	28.9	498	693
Special Education	42	84.0	8	16.0	0	0.0	0	0.0	0	0.0	50	646.2
All Students	197	35.9	207	37.8	125	22.8	19	3.5	144	26.3	548	688.3
<b>2004</b>												
General Education	110	19.5	195	34.6	218	38.7	40	7.1	258	45.8	563	708.0
Special Education	39	79.6	9	18.4	1	2.0	0	0.0	1	2.0	49	648.7
All Students	149	24.3	204	33.3	219	35.8	40	6.5	250	42.3	612	703.3
<b>2005</b>												
General Education	79	14.6	219	40.6	199	36.9	43	8.0	242	44.8	540	713.7
Special Education	34	58.6	21	36.2	3	5.2	0	0.0	3	5.2	58	669.1
All Students	113	18.9	240	40.1	202	33.8	43	7.2	245	41.0	598	709.4
<b>2006</b>												
General Education	73	13.9	205	39.0	202	38.5	45	8.6	247	47.0	525	649.1
Special Education	25	44.6	26	46.4	5	8.9	0	0.0	5	8.9	56	604.4
All Students	97	16.7	231	39.8	207	35.7	45	7.8	252	43.4	580	644.9
<b>2007</b>												
General Education	55	11.7	157	33.5	191	40.7	66	14.1	257	54.8	469	656.2
Special Education	21	52.5	17	42.5	2	5.0	0	0.0	2	5.0	40	611.9
All Students	76	14.9	174	34.2	193	37.9	66	13.0	259	50.9	509	652.7
<b>2008</b>												
General Education	38	9.0	131	31.0	193	45.6	61	14.4	254	60.1	423	660.7
Special Education	26	54.2	19	39.6	3	6.3	0	0.0	3	6.3	40	611.9
All Students	64	13.6	150	31.9	196	41.6	61	13.0	257	54.6	471	656.1
<b>2009</b>												
General Education	9	2.0	105	23.0	252	55.0	92	20.0	344	75.0	458	674
Special Education	6	15.0	21	53.0	13	33.0	0	0.0	13	33.0	40	638
All Students	15	3.0	129	26.0	264	53.0	92	18.0	403	71.0	498	671
<b>2010</b>												
General Education	62	12.0	222	43.0	149	29.0	88	17.0	232	45.0	517	673
Special Education	24	38.0	32	50.0	4	13.0	0	0.0	4	13.0	64	643
All Students	86	15.0	252	43.0	156	27.0	87	15.0	581	42.0	498	670

**Summary of Data Analysis / Findings - Eighth Grade Mathematics State Test:**

An analysis of the New York State Mathematics Assessment results, over the three-year period from 2007 - 2009 indicates the following:

Results for **all students tested** indicate a 30.1% increase (from 50.9% to 81.0%) of students performing at level 3 & 4. Level 1 students decreased 11.9% during this same period.

\*\*\*In 2010, the tests were recalculated to account for tougher standards set by the state. Under the more rigorous standards, level 3 & 4 students declined from 71% to 42%.

**Bottom Line Analysis:** The data indicates an overall improvement among all eighth graders across all subgroups including special education (The figures for special education are not accurate as they do **not** include students who take the alternate assessment, a significant population in our school. Last year over 75% of those students scored a Level 3 or above).

## All Students Mathematics

Category	Number and percent of Tested Students at Each Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 3-4		Total
	#	%	#	%	#	%	#	%	#	%	#
<b>2002</b>											
General Education	451	30.7	610	41.5	291	19.8	117	8.0	408	27.8	1469
Special Education	122	83.6	22	15.1	2	1.4	0	0.0	2	1.4	146
All Students	573	35.5	632	39.1	293	18.1	117	7.2	410	25.4	1615
<b>2003</b>											
General Education	499	30.6	635	38.9	378	23.2	120	7.4	498	30.5	1632
Special Education	122	78.7	30	19.4	3	1.9	0	0.0	3	1.9	155
All Students	621	34.8	665	37.2	381	21.3	120	6.7	501	28.0	1787
<b>2004</b>											
General Education	365	22.3	609	37.3	496	30.4	164	10.0	660	40.4	1634
Special Education	118	76.6	33	21.4	2	1.3	1	0.6	3	1.9	154
All Students	621	34.8	665	37.2	381	21.3	120	6.7	501	28.0	1787
<b>2005</b>											
General Education	297	19.5	555	36.5	480	31.6	189	12.4	669	44.0	1521
Special Education	81	58.7	51	37.0	5	3.6	1	0.7	6	4.3	138
All Students	378	22.8	606	36.5	485	29.2	190	11.5	675	40.7	1659
<b>2006</b>											
General Education	184	13.3	517	37.4	559	40.4	122	8.8	681	49.3	1382
Special Education	71	52.2	54	39.7	10	7.4	1	0.7	11	8.1	136
All Students	254	16.7	570	37.6	570	37.6	123	8.1	693	45.7	1517
<b>2007</b>											
General Education	124	9.8	352	27.7	573	45.2	220	17.3	793	62.5	1269
Special Education	46	44.4	48	45.3	11	10.4	1	0.1	12	11.3	106
All Students	170	12.4	400	29.1	584	42.5	221	16.1	805	58.5	1375
<b>2008</b>											
General Education	73	5.7	308	23.9	669	51.8	241	18.7	910	70.5	1291
Special Education	57	39.0	56	38.4	31	21.2	2	1.4	33	22.6	146
All Students	130	9.0	364	25.3	700	48.7	243	16.9	943	65.6	1437
<b>2009</b>											
General Education	27	5.7	232	17.0	791	58.0	314	23.0	1105	81.0	1419
Special Education	23	15.0	72	46.0	59	38.0	2	1.0	61	39.0	63
All Students	61	4.0	304	20.0	851	53.0	90	18.0	941	76.0	1519
<b>2010</b>											
General Education	159	11.0	566	39.0	464	32.0	261	18.0	725	50.0	1450
Special Education	76	43.0	83	47.0	19	11.0	0	0.0	19	11.0	176
All Students	227	14.0	650	40.0	472	29.0	260	16.0	748	46.0	1626

### **Summary of Data Analysis / Findings - School-wide State and City Mathematics:**

An analysis of the New York State and City Mathematics Assessment results, over the three year period from 2007 - 2009 indicates the following:

Results for **all students tested** indicate a 17.5% increase (from 58.5% to 76.0%) of students performing at level 3 & 4. Level 1 students decreased 5.8% during this same period.

\*\*\*In 2010, the tests were recalculated to account for tougher standards set by the state. Under the more rigorous standards, level 3 & 4 students declined from 76% to 46%.

Results for **general education students** indicate a 18.5% increase (from 62.5% to 81.0%) of students performing at level 3 & 4.

\*\*\*In 2010, with new tougher testing criteria, general education level 3 & 4 students declined from 81% to 50%.

Results for **special education students** indicate a 27.7% increase (from 11.3% to 39.0%) of students performing at level 3 & 4.

\*\*\* In 2010, with new tougher testing criteria, special education level 3 & 4 students declined from 39% to 11%.

**Bottom Line Analysis:** The current trend displays three consecutive years of increasing math scores. Every sub-group, which includes; general education, special education, race & ethnicity, gender, English proficiency status and income level have shown evidence of the percentage of students achieving level 1 status decreasing, while the number of students attaining level 3 & 4 status conversely increasing.

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following implications for our schools mathematical programs will include:

- The continuation of mathematical instructional practices that currently exist which contribute to the overall improvement among all of our students at I.S. 238. The foundation of our instructional practices will be based on the workshop model in block scheduling (whenever possible, the more prominent needs to have uninterrupted literacy blocks is the highest priority for the school).
- The addition of classroom mathematical libraries is one of the primary focuses for the 2010 – 2011 year and beyond. Although libraries are present in several classrooms, we are going to extend this model to every discipline being taught in the school. The instructional practices of every teacher will have a common link to literacy. Traditionally, libraries were mostly evident in reading and language arts classrooms. This model will extend to every subject including minor subjects, such as art, music, computers, and physical education. The material contained within the libraries will have a common link the respective curriculum being taught. The library will also be divided in sections based on a four-scale rubric.

- The continuation of mathematical five week testing. These benchmark exams will provide a strong indicator of how students are performing every five weeks. Through the analysis of these exams (one of many assessment agents), teachers will be able to bring this information back to the team and plan accordingly. In addition, the testing atmosphere will prepare students for similar conditions that they will be expected to undergo during the city and state exams.
- The continuation of instructional strategies that have contributed to overall student achievement, including block scheduling, daily mathematic blocks, and research based writing projects.
- The continued support (pending available funding) of Academic Intervention Services to all students who are not meeting the state standards. This may be in the form of lunchtime tutorials, after school reading program, the sports and arts program (awarded to the school by a grant), the Saturday Supplemental Educational Services (SES) program, the Federal Emergency Management Agency (FEMA) program, guidance interventions and holiday and vacation tutorials.
- A primary goal for the mathematics department will focus on the utilization of hands on manipulatives that are to be used during extended learning blocks. Other areas of attention will focus on problem solving through “real life” situations and the daily support of multi-step questions.
- The continuation and planning of intensive professional workshops for teachers, administrators, and parents to develop a stronger understanding of the best practices and techniques increase the performance level of all students.
- The continuation of the Least Restrictive Environment classroom model for inclusion classes.
- The continuation of the mainstreaming program in attempts to attain higher achievement for all special education students.
- The continued support of the UFT teacher center.
- Teachers will use the grow reports to increase their knowledge of their student roster.
- The curriculum will infuse literacy practices and techniques.
- Special education students and English language Learners will supplement their curriculum with the **Destination Mathematics** programs.
- The establishment of Ten Essential Learning Objectives for every grade in Mathematics.

## Eighth Grade Science

Pupil Type	Met A.M.O. (P.I. / A.M.O.)	Reached Safe Harbor	Safe Harbor Science	
Total School	YES! (134/100)			97%
Students with Disabilities	No (83/100)	YES! (83/73)		98%
White	N.A.			
American Indian Alaskan	N.A.			
Black	YES! (137/100)			97%
Asian	YES! (142/100)			96%
Limited English Proficiency	No (82/92)	NO		95%
Hispanic	YES! (124/100)			96%
Economically Disadvantaged	YES! (134/100)			97%

### **Summary of Data Analysis / Findings - Eighth Grade Science State Test:**

An analysis of the New York State Science Assessment results from 2008-2009 indicates the following:

Results for **Total School** indicate all students safely exceed state standards, but the LEP population is of immediate concern

### **Implications for the Instructional Program:**

Based on our analysis of the data, and all relevant findings, the following implications for our schools eighth grade Science programs will include:

- The implementation of instructional practices that would improve the achievement of all students. The focus would be on more hands on and inquiry based learning.

- The school has vigorously pursued, and been awarded, a RESO A grant for a state of the art science lab. The construction of the lab has a projected cost of \$2,366,000 and I.S. 238 is one of only 12 schools statewide to receive this grant. This lab will be used to enhance our laboratory capabilities as well as provide an optimal setting for our Regents level classes.
- Some classrooms will be quipped with science kits.
- The school will pursue all avenues to have a state of the art science lab built in the school with all the appropriate furnishings and a laboratory prep area.
- The school will offer extended day science courses for all students, with a focus on Students with Disabilities and English Language Learners. This program will train them in the scientific method, as well as address every state standard through the Measuring Up Science series. Through this coursework, the students will learn to excel on the state science proficiency examination.
- The addition of classroom libraries is the focus of every subject area. The instructional practices of every teacher have a common link to literacy. Classroom libraries will focus on the discipline being taught. The library will be broken down into sections based on a four-scale rubric. There will be a specific order of science based books to better meet the needs of our ELL and Special Education students.
- The continuation of Five week departmental exams. These benchmark exams will provide a strong indicator of how our students are performing every six weeks. In addition, the testing atmosphere will prepare students for the state exams.
- Continuation of the pacing calendar for each grade to assist teacher's to plan their lessons accordingly.
- The continuation and support of hands-on labs and demonstrations. Each month teacher's will fill out lab calendars to plan the labs that they will be performing during the month.
- The curriculum will infuse literacy practices and techniques
- Professional development for teachers focused on hands on and inquiry based instruction.
- The establishment of Ten Essential Learning Objectives for each grade in science.

## 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.

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1. To improve ELL student performance in English language arts by 3% (level 3&4) as measured by the April 2010 New York State English language arts test. This represents 38 of 163 (22.1%) of ELL students in 2010 as compared to 25 of 131 (19.1%) of ELL students in 2009.
2. By June 2010, students will increase their ability to complete extended response, multi-step equations, short response and essay questions as measured by formative and summative assessments.
3. Seventy-five percent of students scheduled to take the NYS Alternate Assessment will achieve a level 3 or higher as measured by the 2010 NYS Alternate Assessment. This represents 21 of 35 students.
4. To implement Ten Essential Learning Objectives across all subjects areas and by grade level by June 2010.
5. To reduce class size to no more than 28 students per class

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** ELA, Mathematics, Social Studies, Science

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students will increase their ability to complete extended response, multi-step equations, short response and essay questions as measured by formative and summative assessments.</p> <p><b>Describe your goal.</b></p> <p>To improve the ability of students to successfully complete extended response, multi-step equations, short response and essay questions.</p> <p>Problem: We believe that the above skills are underserved on the Acuity tests which are typically composed of multiple choice questions.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>To increase opportunities for students to practice extended response, multi-step equations, short response and essay questions under school-wide testing conditions.</p> <p>To organize professional development opportunities on school-wide testing days focusing on extended response, multi-step equations, short response and essay questions every 5 week cycle.</p> <p>To alter the 2010-2011 school calendar to create school half days so that the teachers may grade the formative assessments in a timely manner that highlights the skills identified above.</p> <p>To gain approval for instructional half day schedules, at 5 week intervals, from Department of Education officials.</p> <p>To alter the 2010-2011 school calendar to create time so that teachers may align assessment results with instruction.</p> <p>To effectively program the instructional half days to allow teachers to administer, grade and align assessment results with instruction.</p> <p>To create assessments through the combined efforts of the assistant principals, coaches and teaching staff that focus primarily on these underserved skills.</p> <p>To perform these tasks without any significant impact on the school budget.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Schedule will be altered to accommodate shortened days to allow for the grading of tests.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Samples of customized assessments compiled and designed by the combined efforts of teachers, coaches and assistant principals that include extended response, multi-step equations, short response and essay questions.</p> <p>Samples of rubrics used to grade tests</p> <p>Samples of student work reflecting focus on extended response, multi-step equations, short response and essay questions</p> <p>Student performance data reflecting improved results on extended response, multi-step equations, short response and essay questions.</p> <p>Compilation of results of the 5 week tests.</p> <p>Teacher development and monitoring of subject area goals aligned to ELOs.</p> <p>Student portfolios that demonstrate higher levels of comprehension in ELA.</p> <p>Student goal-setting and understanding of what their next learning steps are.</p>

**Subject/Area (where relevant):** ELA and Mathematics

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Seventy-Five percent of students scheduled to take the NYS Alternate Assessment will achieve a level 3 or higher as measured by the 2010 NYS Alternate Assessment. This represents 21 of 35 students.</p> <p><b>Describe your goal.</b></p> <p>To improve academic achievement of special education students scheduled to take alternate assessments</p> <p>Problem: We have the largest population in D29 of disabled students that take the alternative assessment. We must insure that this thriving population exceeds the expectations set forth by the NYCDOE.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>To insure all students who are slated for alternate assessment have properly completed datafolios with sufficient evidence of, but not limited to, student work projects, data collection sheets, photographs, video and audio recordings</p> <p>To insure that the work submitted in the datafolio is high quality and that more than 75% of our students are rated at a level 2 or a -0987020</p> <p>Students will be identified for alternate assessment in Special Education by Friday, October 5, 2011.</p> <p>They will be identified by their birthday and content area assessments which include ELA, Math, Social Studies and Science (Students born between the dates of September 1, 1995 and August 31, 1999 will be assessed in all content areas.</p> <p>All responsible teachers will be adequately trained in the framework of the alternate assessment.</p> <p>Staff will meet regularly to review and plan for alternate assessments of students.</p> <p>Teachers will confer and provide small group instruction to prepare students for the alternate assessment.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding will be allocated to accommodate professional development regarding trends and techniques for success on the alternate assessments.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher participation and work products reflecting proper training in the NYS alternate assessment.</p> <p>2011 NYS Alternative Assessment test scores.</p> <p>Full compliance and timely submission of all paperwork throughout the alternative assessment process</p> <p>The evidence that all eligible students participated in the alternative assessment</p>

**Subject/Area (where relevant):** All Core Subjects

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To implement and modify Ten Essential Learning Objectives across all subjects areas and by grade level by June 2011.</p> <p><b>Describe your goal.</b></p> <p>To develop a viable and guaranteed school curriculum in all content areas aligned to the New York State Standards.</p> <p>Problem: We seek to hone the instructional focus on the most essential outcomes for every subject.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>To use state standards (where they exist), and other reliable sources to identify and develop the 10 most important cognitive skills and/or concepts for the subject areas by grade.</p> <p>To acclimate the staff to the Essential Learning Objectives (ELO) concept and to set timelines for adherence.</p> <p>To foster teacher development of SMART goals based upon their subject area ELOs.</p> <p>To incorporate the ELOs into student portfolios so that the successful completion can be documented.</p> <p>To create teams to formulate and monitor the 10 Essential Learning Objectives for each subject area.</p> <p>To create ELO charts with checklists to reflect mastery of ELOs for every class.</p> <p>To host a Curriculum Night to introduce parents to the Susan B. Anthony Academy ELOs.</p> <p>To engage teachers in professional development to properly implement and monitor usage of ELOs and to streamline the evidence of the task where appropriate.</p> <p>To expose students to the concept and to ensure that they are regularly meeting all ELOs through the course of the year.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Staff will receive ongoing professional development related to the implementation of Essential Learning Objectives through common planning periods and staff development sessions.</p> <p>Teachers will meet in teacher teams to perform inquiry work that modifies and improves prior ELOs to align them to common core standards</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will understand and implement the 10 Essential Learning Objectives for their classes.</p> <p>Teachers will develop SMART goals based upon their subject area ELOs.</p> <p>Subject Area ELOs will be posted in every classroom.</p> <p>Students will know what their subject area ELOs are.</p> <p>Students will measure understanding of subject area ELOs using the SMART goals teachers will develop with them.</p> <p>Student portfolios will contain a list of subject area ELOs.</p> <p>Where appropriate, actual tests will be administered and graded addressing individual subject and grade specific ELOs</p>

**Subject/Area (where relevant):** Building Operations

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To reduce class size to no more than 28 students per class</p> <p><b>Describe your goal.</b></p> <p>To improve teacher instruction and interaction with students for the betterment of each students educational growth.</p> <p>Problem: We have determined that teachers could better carry out the instructional program with reduced class sizes.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To redirect resources (such as outside contracts, teacher per session, etc.) from other areas of the budget to employ enough teachers to reduce class size to a target of 28 students or less.</p> <p>To reprogram teacher schedules to prioritize for core classes</p> <p>To reduce or collapse non-core classes, where appropriate, to ensure an optimal amount of teachers are dedicated to core courses.</p> <p>To optimize classroom space to open additional classes while making efforts to minimize/eliminate traveling programs for core teachers.</p> <p>To redirect coaches to teach partial, full schedules to the extent contractually feasible.</p> <p>.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Budget has been aligned to create new positions to insure class sizes are no more than 28 students per class.</p>

**Indicators of Interim Progress and/or Accomplishment**

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

The target of 28 students per class is achieved

The budget was properly aligned to effectively achieve the desired student/teacher ratio in core classes.

Classroom spacing issues have been thoroughly examined to minimize traveling programs for core classes.

Coaches have been programmed, where there is a physical and financial need, to teach classes to insure the desired lower class size.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve ELL student performance in English language arts by 3% (level 3&amp;4) as measured by the April 2010 New York State English language arts test. This represents 42 of 191 (22.1%) of ELL students in 2010 as compared to 25 of 131 (19.1%) of ELL students in 2009.</p> <p><b>Describe your goal.</b></p> <p>To improve English Language Learners performance in English Language Arts</p> <p>Problem: We want to strengthen the performance of ELL students in ELA so they may become more productive students.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To engage teachers in data analysis and alignment of instructional strategies to meet the needs of ELL students in English language arts.</p> <p>To provide instructional leadership to teachers that will accelerate their ability to differentiate instruction.</p> <p>To engage teachers in goal setting activities that target increases in student performance.</p> <p>To engage the students in goal setting strategies that will lead to more self reflective strategies that will increase student performance.</p> <p>To more effectively use portfolios as a way to inspire students to a higher level of achievement.</p> <p>To fully implement ELOs as a means of helping students and teachers set and exceed targets.</p> <p>To implement the Rosetta Stone technology program for ELL students with severe ELA deficiencies.</p> <p>To implement the use of Achieve 3000 for ELL students with near on-level capabilities.</p> <p>To create a Newcomers class for students newly entering the US with limited ELA skills.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Staff will receive ongoing professional development related to the implementation of Essential Learning Objectives through common planning periods and staff development sessions.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Inquiry Team meetings focused on analysis of student achievement data and aligning instruction to meet student needs.</p> <p>Teacher use of differentiated instructional strategies that scaffold student learning in order to promote student achievement.</p> <p>Teacher development and monitoring of subject area goals aligned to ELOs.</p> <p>Student portfolios that demonstrate higher levels of comprehension in ELA.</p> <p>Student goal-setting and understanding of what their next learning steps are.</p> <p>2010 NYS ELA test results that demonstrate that 3% more ELL students exceeded state standards as compared to last year's state grade class.</p>
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**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	32	26	0	27	25	14	18	8
7	34	33	0	33	24	10	19	9
8	30	41	33	31	27	16	17	11
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>There are four additional periods for students who, based on information derived from the New York State Standardized English Language Arts Test, receive Level 1 or low Level 2. We have “Newcomers Classes” for those students with poor English who are making a transition from another country. These classes are collaboratively taught.</b></p> <ul style="list-style-type: none"> <li>• <b>Read 180 Enterprise Edition - The Read 180 program is an interactive literacy program for intermediate ESL students in the 6<sup>th</sup> and 7<sup>th</sup> and 8<sup>th</sup> grades . The program is designed to service students who are below grade level in reading. READ 180 is offered five days a week for two classes. Each class is ninety minutes a day and services twenty-four students. The ninety minute segment is divided into four twenty minute rotations: whole group, small group, independent reading and a computer component.</b></li> <li>• <b>Achieve 3000 – Achieve 3000 provides Internet based individualized instruction. Each student is initially given a test that establishes their Lexile level, and then their reading assignments throughout the program are individualized based upon this level.</b></li> <li>• <b>Renzulli - This computer based program that focuses on the differentiation of instruction by administering learning style surveys so that individual students learning needs can be met.</b></li> <li>• <b>Rosetta Stone- A computer based language-learning program that builds language fluency and word recognition for beginner ELL students and their parents.</b></li> </ul>
<b>Mathematics:</b>	<p><b>To address the needs of our lower tier mathematics students we provide the following services: Reduced class size, Additional instruction and tutoring during our extended day program, differentiation through the use of manipulative, visuals, narratives and technology. We use the software program “Destination Math” for ELLs.</b></p>
<b>Science:</b>	<p><b>Extended Day and small group tutoring. State of the art science lab is free at all times for teachers to conduct lab experiments in an optimal setting. We have retained the services of a Science Specialist to provide individualized professional development to teachers. We also established a vibrant partnership with the <i>Hall of Science</i> to provide “hands on” science based activities.</b></p>

<b>Social Studies:</b>	<b>Extended Day and small group tutoring. The school hosts a Social Studies “Jeopardy” tournament as a creative and rewarding way to enhance student retention of the Social Studies Curriculum. We are in the process of building a school courtroom to hold mock trials.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Group, individual and parental counseling during and after the school day. The school identifies any impediments to high achievement including emotional, social, and neurological factors.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Testing for triennial, initial and reevaluations. Consultation with parents prior to and during EPC meetings. Meetings with ACS representatives and teachers are conducted on an as needed basis.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Home visits with a focus on absence and lateness.</b>
<b>At-risk Health-related Services:</b>	<b>Primary focus on Asthma health education. Questionnaires given out and mini-workshops conducted.</b>

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

*NCLB/SED requirement for all schools*

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

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### **Office of English Language Learners**

#### **Grades K – 8 Language Allocation Policy**

##### ***Introduction***

The Susan B. Anthony Academy, Intermediate School 238 is located in Hollis section of Queens, New York. This middle school serves a population of approximately 1602 students of which 197 are ELLs. English Language Learners comprise of approximately 12.30% of our population. Our largest population of ELLs comes from Spanish speaking countries. Although the school's largest population of ELLs is Spanish, this community is home to many new immigrants from Bangladesh, Guyana, Haiti, and the Middle East.

Based on the information from the Home Language Survey our English Language Learners come from families that speak the following languages: Spanish, Bengali, Urdu, Haitian Creole, French, Hindi, Punjabi, Tagalog, and Arabic.

During the initial intake the pupil personnel secretary provides all required documentation to the parents including the Home Language Survey for completion. After the paper work is completed the parents and students are referred to the appropriate grade Guidance Counselor for an interview. The sixth grade Guidance Counselor is fluent in Haitian Creole, French and Spanish; the seventh grade Guidance Counselor is our Bilingual (Spanish) Guidance Counselor and the eighth grade Guidance Counselor is only fluent in English. During the interview, the following programs are explained to the parents of our ELLs and SIFE students:

- Transitional Bilingual Education – ELLs for Spanish speaking countries
- Freestanding ESL – Students placed in monolingual classes and receive services based on the Lab-R results
- Newcomers – non-English speaking ELLs and SIFE students (from non-English and English speaking countries.)

After the interviews are conducted by the Guidance Counselors, students are placed in their perspective classes.

Parents of English Language Learners from Hispanic background are given the option to have their child/children placed in the Transitional Bilingual Program. The trend is that the 99% of parents registering children new to the country and school system from Spanish speaking countries are requesting for their children to be placed in the Transitional Bilingual classes. 1% of our parents request to have their child/children in monolingual classes from Spanish speaking countries. Children of Spanish and non-Spanish speaking countries are assessed after registration with the Lab-R to determine English proficiency levels. If the criterion is not met, students are placed in the Freestanding ESL program by level. (beginners, intermediate and advance) Entitlement Letters and program selection letters are distributed by the ESL teachers and returned to them.

Beginning in November and every other month thereafter, a meeting is held for the parents of our newly arrived students to review the parent choice forms and to describe our instructional programs. Instructional programs are further described through a video presentation. To ensure that our students are adjusting to their new environment, Guidance Counselors will continue to follow-up with parents and students throughout the year.

Also beginning in November parent workshops will be held one evening during the week and on Saturdays. These workshops will enable our non-English speaking parents to learn English through Rosetta Stone and computer skills. English speaking parents as well as non-English speaking parents will have the opportunity to attend workshops on the educational solutions that will be utilized during and after school. Workshops will also be conducted based on parents' interest.

Parents are also kept informed of the standards and school activities through our Parent Coordinator and Bilingual Guidance Counselor. Our Guidance Counselor and Parent Coordinator keep parents abreast through parent orientation, parent meetings, newsletters, and calendars.

**Our data indicates that we have 119 short term and newcomer students and out of those 33 students are SIFE. There are 53 ELLs who have been here for four through six years and 0 of them are SIFE and 25 long term ELLs and 0 SIFE. ELLs with less than a year in the school system are exempt from taking the ELA exam for one (1) year and identified as beginner. To accommodate the academic needs of our non-Spanish speaking students and English Caribbean SIFE students, a Newcomers program was implemented. This program focuses on phonics, grammar, diction, decoding, writing, listening skills etc. An individualized plan has been implemented to ensure that students are on task and have mastered the targeted skill before proceeding to the next skill. After being in the country for one (1) year our former Newcomer transitions to monolingual classes. Students will continue to receive the academic support and services (ESL) as they strive towards proficiency in their perspective classes.**

Students reaching proficiency in the Transitional Bilingual will gradually mainstream into the general education population and followed-up by the Guidance Counselor. Students, who are in the Freestanding ESL Program and achieved a proficiency rating on their NYSESLAT exam, receive support for two years from their testing date.

ELLs that have been identified as having special needs will be referred to the Guidance Counselor and the PPC committee to ensure their needs are met.

Professional Development will be provided for our ESL and Literacy teachers to ensure they are implementing best practices for our students.

## **Transitional Bilingual Education**

The Transitional Bilingual Program is comprised of a 6<sup>th</sup>, 7<sup>th</sup> grade and an 8<sup>th</sup> grade class for our Spanish speaking population. These classes are taught by certified Bilingual teachers in the content areas. The Science teacher has a Bilingual extension. Their NLA class is taught by a certified Spanish teacher. Listed below are the numbers of students per grade in our Transitional Bilingual and Freestanding ESL program:

Program	Grade 6	Grade 7	Grade 8
TBE (Spanish)	20	13	15
Freestanding ESL	47	57	45

Students receive six (6) periods per week of English Language Arts through Literacy blocks. NLA is provided five (4) times per week by a Spanish speaking teacher. Students also receive the four (4) periods per week of Freestanding ESL. The Literacy classes are equipped with English libraries. Literacy teacher use the workshop model and differentiated instruction during their lessons. The Literacy teacher also incorporates various teaching strategies to meets the learning styles of our students. Phonics is emphasized and computer and/or listening centers are also utilized. Teachers receive Professional Development and support from the various Literacy solutions procured through the DINI grant. Literacy workshops are also provided by the Literacy supervisor.

Through the DINI grant our Literacy program has been enhanced through the following solutions to ensure that our students become proficient readers and writers:

- Manhattan Theatre Company
- Achieve3000
- Successmaker
- Vantage – My Access (writing program)
- Destination Read / REACH
- Rosetta Stone

These solutions will enable our Literacy teachers to meet the academic needs of our students based on their ability and interest.

Mathematics is taught in Spanish for all levels (beginners, intermediate and advance) of our Transitional Bilingual Program. Professional Development is provided by the Math Supervisor to ensure teachers are current on new strategies and/or methodologies.

### Freestanding ESL Programs

The ESL program is a pull out program which is comprised of three (3) certified ESL teachers. Students are grouped according to their levels, based on the NYSELAT and LAB-R scores. Most ESL classes are comprised of 12 – 15 students. Students are assembled by grade and proficiency levels. Each group receives the allotted time required under CR Part 154. Beginners and intermediate groups receive 360 minutes per week and the advance group receives 180 minutes per week. Listed below is the number of students receiving ESL services and their languages:

Language	Grade 6	Grade 7	Grade 8
Spanish	44	38	33
Chinese			1
Bengali	9	14	11
Urdu	3	6	4
Arabic	1	3	0
Haitian Creole	5	3	7
French	1	2	0
Punjabi		1	
Polish			
Fulani			
Tagalog			
Sindhi			
Pushto			
Gujarati			
Other	4	3	4

To ensure that our ELL receive the mandated ESL services, classes are programmed into their students schedule and don't interfere with the majority of their subject classes.

## **Data Analysis**

During the 2009-2010 school year 177 students took the NYSESLAT. There were 70 sixth graders, 66 seventh graders and 60 eighth graders. In the sixth grade the results were as followed: twenty (20) beginners, nineteen (19) intermediate and thirty-one (31) advance. In the seventh grade twenty (20) results were beginners, sixteen (16) intermediate and thirty (30) are advance. There were seventeen (17) beginners, twenty-six (26) intermediate and seventeen (17) advance students in the eighth grade. The overall performance is as follows:

### **Transitional Bilingual Education – 36 students tested in grades 6-8**

**(15 sixth graders, 8 seventh grader and 12 eighth graders)**

After analyzing the data it is obvious that our students continue to struggle in reading. In total 63.8% of our English Language Learners in the Transitional Bilingual classes received a status of beginners on the NYSESLAT exam. On the 6<sup>th</sup> grade 26.6% or 4 out of the 15 students tested in the TBE class received a level A on the NYSESLAT. In comparison to the 7<sup>th</sup> grade where 0% are advance in reading and 8% or 1 out of 9 students on the 8<sup>th</sup> grade. During 2008-09, 18 out of 37 (48%) did not test; 12 or 32% achieved level B; 5 or 13.5% received level I and 2 or 0.5% achieved a level A. This correlations with the 2009-10 data which indicates that the 23 out of 37 (63.8%) of ELLs in the TBE program are beginners. This is a slight gain because many of the students in the TBE program during 2008-09 were new to the country and were two (2) years behind their peers in reading.

### **Freestanding English as a Second Language – 141 students tested in grades 6-8.**

**(53 sixth graders, 41 seventh graders and 47 eighth graders)**

It is evident from our data that we have a small percentage of 6<sup>th</sup> graders, who are beginners based on the results on the NYSESLAT exam. 04% of our ELL students are beginners, 13.4% are intermediate, and 18.4% are advance. On the 7<sup>th</sup> grade 0.9% of our ELL students were identified as beginners, 0.9 % was intermediate and 16% were advance. On grade 8, 0.4% was beginners, 16% Intermediate and 11.3% advance based on the results of the NYSESLAT exam.

In order to ensure that our ELL students become proficient readers and writers we must focus on implementing strategies that addresses and incorporate the following: innovative and interactive technological activities, activities that addresses language acquisition, comprehension, content, learning style, social preference and the culture capita of our ELL students.

## ***Reading Results***

The results from the New York State Language Art exam reveals similar patterns for both the ELLs and the General Ed students; in that most students in grades 6,7 and 8 reading scores decreased. Although there was a decrease in reading scores the ELLs experienced the largest increase of level 1 students during 2009-10. In 2009 15.6% of the ELLs scored a level 1 and in 2010, 49.1% of our ELLs achieved Level 1, which was a 33.5% loss. The number of Ells scoring at Level 3 & 4 has decreased by 15.% (4.8%% 2010 from 19.2% 2009)

## ***Mathematics Results***

As with ELA, the data indicates that most ELLs in grades 6,7 & 8 are scoring at level 2. (47.6% in 2010), which is an increase of 4.8%. The number of students scoring at Level 1 has increased from 35%.0% in 2006 to 38.4% in 2010. The number of ELLs scoring Level 3 & 4 also decreased from 21.2% in 2006 to 13.8% in 2010. This is a difference of 7.4%.

The data indicates in both Math and Literacy that our English Language Learners are experiencing losses, and the gap between the GE and Ells is approximately double. The results are similar whether the math exam is taken in English or Spanish

## ***Literacy***

Literacy teachers of our English Language Learners will continue to follow the ELA Curriculum Map which identifies the Essential Learning Objectives that are aligned to the NYS English Language Arts Standards as well as the Core Curriculum State Standards, to focus on improving language acquisition, vocabulary, reading comprehension and writings skills. Through our formative, summative and diagnostic assessments teachers and students will formulate SMART goals to ensure that our student's academic needs are met. Literacy teachers will utilize educational solutions obtain through the DINI grant to meet the reading, writing, listening and speaking skill of our ELLS. The following solutions will be implemented and utilized by our ELLs based on their academic needs and levels during and afterschool:

- Manhattan Theatre Company (writing, reading, speaking & listening)
- Achieve3000 (reading & writing)
- Successmaker (reading, writing, listening and speaking)

- Vantage – My Access (writing program)
- Destination Read / REACH
- Rosetta Stone ( reading, writing, speaking and listening)

All ELL students will receive the allotted time as required under CR Part 154. ESL students will receive instruction in ESL as follows: Beginners and Intermediate 360 minutes and advance 180 minutes in addition to their regular Literacy block. General Education teacher will receive Professional Development on helping their ESL students.

Bilingual students will also receive standard based literacy instruction in English and the native language. (Spanish) They will utilize translated versions of standard based English Language Arts materials to assist them in bridging the languages. ESL and Bilingual literacy teachers will incorporate more reading and writing skills in their daily instructional periods. To further support our Bilingual ELLs’ during the school day **Achieve3000, and My Access (writing program)** will be utilized to enhance learning during their Literacy classes. Once a week, the **Manhattan Theatre Company** will be working with the NLA teacher to enhance the reading, writing, listening and speaking skills of our Bilingual students.

Students will continue to be assessed using our five-week department assessments, diagnostic interim assessments, teacher generated exams and quizzes, reports, essays, conferences and oral presentations. Teachers will identify weaknesses and strengths of each student by analyzing student data from these assessments. All assessments will determine how teachers proceed with the Essential Learning Objectives (ELO) and evaluate the ELA Learning Progression to determine our students’ progress.

ESL teachers will be expected to use the balanced literacy/workshop model in instructing students. They will receive pacing calendars, and create “Essential Learning Objectives to ensure that work is aligned with reading and writing skills taught in the general education Literacy classes. They receive Professional Development from our school based Literacy coaches and Office of English Language Learners

## **Mathematics**

It is also imperative that we focus on improving all mathematic skills. All ESL and Bilingual students will receive at least seven (7) periods of mathematics instruction per week. The activities used by our Math instructors include small group instruction and differentiated instruction. Manipulatives and hands-on activities are also utilized to enhance learning.

Mathematic teachers will utilize educational solutions obtain through the DINI grant to meet the mathematical skill of our ELLS. The following solutions will be implemented and utilized by our ELLs based on their academic needs and levels during and afterschool:

- Successmaker (reading, writing, listening and speaking)
- Destination Math

Mathematics is taught in Spanish for all level (beginners, intermediate and advance) of our Transitional Bilingual Program. Professional Development is provided by the Math Supervisor, network leaders and conferences to ensure teachers are current on new strategies and/or methodologies.

### Science

In, 2010, 46% of our English Language Learners achieved Level 2 on the NYS Science exam and 23% were Level 3 & 4. In 2009 our English Language Learners did not achieve safe harbor in Science, resulting in our status changing to Restructuring 4. Although, 31% of our 8<sup>th</sup> grade students achieved Level 1 students are making gains in this content area.

To ensure that our students have a clear and concise understanding of Science, they will follow the Science Curriculum Map which identifies the Essential Learning Objectives that are aligned to the NYS Science Standards as well as the Core Curriculum State Standards. The focus will be to improve and understand vocabulary, scientific thinking, communication, scientific investigation, utilization of scientific tools and technology. Students will also create, demonstrate and participate in inquiry based and hands –on-activities.

Science teachers will utilize educational solutions obtain through the DINI grant to meet the Scientific skill of our ELLS. The following solutions will be implemented and utilized by our ELLs based on their academic needs and levels during and afterschool:

- Hall of Science
- Explore Learning/Gizmo

Professional Development will be provided by the solution providers as well as the Science Supervisor.

## **Professional Development**

Professional Development has been provided through our network (Ken Morris) and Rosa Delgado. The Jose P. training is provided by Ms. Delgado during after school workshops. The primary focus of the Jose P training is as followed:

- English Language Development Proficiency Descriptors
- Effective Practices
- Conditions for learning
- Four Principles of Language Acquisition
- Language Proficiency
- Communicative Competence
- Applying the four Principles of Language Acquisition
- Description of Proficiency Levels
- Understanding by design
- Six types of Instructional scaffolds
- A framework for teaching ELLs: Curriculum Mapping and Planning

The focus this year for professional development will continue to be: “utilizing data to drive instruction”, “differentiated instruction” and establishing “Learning Communities” that specifically addresses best instructional practices in second language learning and literacy instruction for ELLs. The staff developers will continue to work with our staff weekly to ensure best practices are implemented.

## **Supplemental Services**

Our ELLs participate in a Literacy and Math after school program through Sports and Arts three days a week. Many of our ELLs participate in our Soaring High Literacy, Math and Science after school program three days a week. During the Soaring High Program students have the opportunity to utilize the various educational solutions made available through the DINI grant. Effective January 2011, there will be a Saturday enrichment program for Literacy, Math and Science to prepare students for NYS exams.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

Grade Level(s) 6-8 Number of Students to be Served: 154 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 6 Other Staff (Specific) Bilingual Guidance Counselors

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

**Title III, Part A LEP Program**

**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.

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

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

**Form TIII – A (1)(a)**

Grade Level(s) 6-8 Number of Students to be Served: 197 LEP: \_\_\_\_\_ Non-LEP: \_\_\_\_\_

Number of Teachers 7 Other Staff (Specify) \_\_\_\_\_

## School Building Instructional Program/Professional Development Overview

### Title III, Part A LEP Program

**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.

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Our English Language Learners continue to struggle in Reading, Math and Science; and although there were slight gains the gap is continuing to widen between our ELLs and General Education population. According to our data from the New York State ELA exam revealed that although there was a decrease in reading scores school wide, the greatest decrease occurred amongst the English Language Learners. In Mathematics our ELLs had a slight increase in Level 2 (4.8%), but in contrast there was a slight increase in the number of Level 1 students from 2006 (35%) to (38.4%) in 2010. In Science, the data indicates that 46% of our eighth (8) graders scored level 2 and 23% were Level 3 & 4 and 31% were Level 1.

To further enhance the Reading, Mathematical skills and improve Science skills of our ELL students in our Bilingual, Newcomers and General Education classes, Susan B. Anthony Academy, Intermediate School 238 is providing extra support via our Title III funding. This funding will continue to enhance our Literacy, Math and Science instructions during the regular school day and during our after school program. The after school program will enable our instructors to provide individualized and group instruction for our Bilingual, SIFE and LTEs. Through our Title III funding, certified Literacy, Math and Science instructors will be servicing our students to enhance and improve Reading, Math and Science skills three (3) days a week for our English Language Learners and Newcomers. The program is Tuesday, Wednesday and Thursday from 3:10PM - 5:10PM.

Our certified ESL teachers, Literacy (including Bilingual Literacy) and NLA teacher will continue to ensure that our students achieve Literacy proficiency through the implementation of the following solutions: Rosetta Stone, ACHIEVE3000, Successmaker, Destination Read, Vantage ( My Access) and Manhattan Theatre Club. These resources will be utilized during the day and afterschool program. Many of these solutions are web-based and will help to improve the reading, writing, listening and speaking skills of our English Language Learners.

It is imperative that we continue to focus on improving mathematical skills of our English Language Learners, SIFE and LTEs. To enhance the math lessons during the day and after school, the following web-based educational solutions will be utilized: Successmaker and Destination Math. These solutions will be able to address the academic needs of the students based on their levels.

Math will also be infused into Science to ensure that our students understand there is a connection between these subjects. Inquiry- based/hands-on-activities will be conducted during our after school program as well as during the day. Students will also have the opportunity to learn Scientific

concepts through virtual labs and Explore Learning (Gizmo) web- based solution. Title III funds will be utilized to purchase Science specimens and other materials to conduct labs.

To further improve the Science/Math skills of our ELL, Susan B. Anthony will collaborate with the Hall of Science of Queens. They will conduct outreach Science workshops with our students to ensure that they understand concepts and equipment utilized for Science activities. These workshops will be conducted during the day and after school.

**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.

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PD will be provided through the Hall of Science to enhance inquiry based activities for our 6<sup>th</sup>, 7<sup>th</sup> grade and 8<sup>th</sup> grade Science teachers of our ELLs. Science teachers will participate in customized professional development workshops provided through the facilitators from the Hall of Science. All activities utilized during the workshops correlate to the Science New York State Standards and address life, physical and earth science. Teachers will engage in the following workshop:

- Smart Board integration using the Halls’ Distance Learning department to perform Virtual Visits
- Training on methods and/or equipment that informal science institutions use to promote hands-on and inquiry based learning.
- Teachers of our English Language Learners, SIFE and LTEs will participate in workshops for the various Literacy, Math and Science web-based solutions

Our Literacy, ESL and NLA instructors attend in-school professional development provided by our Literacy Assistant Principal, and Consultants from our network. The Science instructor will receive professional development from the Science Assistant Principal and the Hall of Science staff and Math instructors will receive professional development from our Math Supervisor..

Assessment tools to evaluate the effectiveness of our instructor includes: Pre and post test of the web-based solutions. (Rosetta Stone, ACHIEVE3000, Successmaker, Vantage (My Access) and Destination Read/Math) five-week assessments, in-house exams, Acuity, informal/formal observations and conferences with our students.

**Form TIII – A (1)(b)**

School: 29Q238 BEDS Code: 342900010238

**Title III LEP Program  
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$12277	<p><b><u>Per Session</u></b></p> <ul style="list-style-type: none"> <li>• <i>252 hours of per session for nine (9) General Ed teacher to support ELL students:</i></li> </ul> <p style="text-align: center;"><i>252 hours x \$49.89=</i></p> <p style="text-align: center;"><i>These funds will enable us to continue with our after school program from May 3 – June 2.</i></p>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	<b>\$8350.00</b>	<p style="text-align: center;"><b>Science Materials</b></p> <ul style="list-style-type: none"> <li>• <i>Grass frogs</i></li> <li>• <i>Frog Dissection Mat</i></li> <li>• <i>Fetal Pigs</i></li> <li>• <i>Student Dissection Pans with wax</i></li> <li>• <i>Deluxe Classroom Owl Pellet Kit</i></li> <li>• <i>Osmosis/Diffusion Kit</i></li> <li>• <i>Human Skeleton with muscle</i></li> <li>• <i>Lung Demonstrator</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Teaching Stethoscope</i></li> <li>• <i>Middle School Biology Slide Set</i></li> <li>• <i>Prepared Slide Set</i></li> <li>• <i>Rocks &amp; Minerals (Large Hand Samples)</i></li> <li>• <i>Electricity Kit</i></li> <li>• <i>Miniature Base Lamps</i></li> <li>• <i>Leaves &amp; Seeds Mounts</i></li> <li>• <i>Triple Beam Balances</i></li> </ul> <p style="text-align: center;"><b>Computers</b></p> <p style="text-align: center;"><i>18 HP computers to support web-based solutions for ELLs, SIFE and LTEs during and afterschool</i></p>
	<b>\$12,573</b>	
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$33,200</b>	

**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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**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.

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**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.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>
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### **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**

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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.
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.

#### **Part B: Strategies and Activities**

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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.
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.
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>.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	985,005	34,384	1,019,389
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,850	343	10,193
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	49,250	*	
4. Enter the anticipated 10% set-aside for Professional Development:	98,500	*	

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

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

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## **Title I Parent Involvement Policy and Parent-School Compact for SUSAN B. ANTHONY ACADEMY I.S. 238**

### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore SUSAN B. ANTHONY ACADEMY I.S. 238, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. SUSAN B. ANTHONY ACADEMY I.S. 238’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. SUSAN B. ANTHONY ACADEMY I.S. 238 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

SUSAN B. ANTHONY ACADEMY I.S. 238's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the SUSAN B. ANTHONY ACADEMY I.S. 238 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, SUSAN B. ANTHONY ACADEMY I.S. 238 will:

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

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
  
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
  
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
  
- maintain a Parent Coordinator (or a 2dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
  
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
  
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
  
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**SUSAN B. ANTHONY ACADEMY I.S. 238 will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

## **Section II: School-Parent Compact**

SUSAN B. ANTHONY ACADEMY I.S. 238, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. SUSAN B. ANTHONY ACADEMY I.S. 238 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

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

- using academic learning time efficiently;

- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

**Support home-school relationships and improve communication by:**

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

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

**Provide parents reasonable access to staff by:**

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

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)

- set limits to the amount of time my child watches television or plays video games;
  
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
  
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
  
- volunteer in my child's school or assist from my home as time permits;
  
- participate, as appropriate, in the decisions relating to my child's education. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  
  - respond to surveys, feedback forms and notices when requested;
  
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  
  - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
  
  - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

- share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Susan B. Anthony Academy P.T.A. on March 2, 2011.

This Parent Involvement Policy was updated on March 3, 2011.

The final version of this document will be distributed to the school community on March 9, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

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

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			827,405	✓	
Title I, Part A (ARRA)	Federal	✓			34,041	✓	
Title II, Part A	Federal						
Title III, Part A	Federal	✓				✓	
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓				✓	

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 238 Susan B Anthony					
<b>District:</b>	29	<b>DBN:</b>	29Q238	<b>School</b>		342900010238

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.7	93.1	92.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	479	477	478				
Grade 7	548	550	532				
Grade 8	498	582	556				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	27	20	24				
<b>Total</b>	<b>1552</b>	<b>1629</b>	<b>1590</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	93.0	94.1	92.2

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	66.8	76.5	79.1

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	9	19	49

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	57	50	37

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	74	75	81	Principal Suspensions	1	0	1
# in Collaborative Team Teaching (CTT) Classes	25	35	32	Superintendent Suspensions	17	9	20
Number all others	89	92	78				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	47	37	TBD	Number of Teachers	103	102	101
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	26	28	13
# receiving ESL services only	121	137	TBD	Number of Educational Paraprofessionals	5	5	18
# ELLs with IEPs	7	23	TBD				

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
	5	5	50	% fully licensed & permanently assigned to this school	100.0	99.0	97.6
				% more than 2 years teaching in this school	82.5	87.3	87.1
				% more than 5 years teaching anywhere	71.8	75.5	91.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	96.0	96.0
American Indian or Alaska Native	0.8	0.9	2.4	% core classes taught by "highly qualified" teachers	88.8	93.9	93.9
Black or African American	45.4	46.7	44.5				
Hispanic or Latino	27.8	26.9	25.8				
Asian or Native Hawaiian/Other Pacific	24.7	24.4	24.6				
White	1.1	1.0	1.4				
<b>Male</b>	49.8	50.7	49.2				
<b>Female</b>	50.2	49.3	50.8				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-			
Black or African American	v	v				
Hispanic or Latino	v	v		-	-	
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	v				
Limited English Proficient	X	v				
Economically Disadvantaged	v	v		-	-	
<b>Student groups making</b>	6	7	1	0	0	

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	42.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	7.6	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	6.2	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	27.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	1		

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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>29</b>	School Number <b>238</b>	School Name <b>Susan B. Anthony</b>
Principal <b>Joseph D. Gates</b>		Assistant Principal <b>Sonia Francis</b>	
Coach		Coach	
Teacher/Subject Area <b>Evelyn Martinez - ESL</b>		Guidance Counselor <b>Betty Robles</b>	
Teacher/Subject Area <b>Mary Curley</b>		Parent <b>Julian Jones</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Anthony Mahon</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Althea Serrant</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	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	<b>1602</b>	Total Number of ELLs	<b>197</b>	ELLs as Share of Total Student Population (%)	<b>12.30%</b>
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## Part II: ELL Identification Process

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

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

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

The Susan B. Anthony Academy, Intermediate School 238 is located in Hollis section of Queens, New York. This middle school serves a population of approximately 1602 students of which 197 are ELLs. English Language Learners comprise of approximately 12.30% of our population. Our largest population of ELLs comes from Spanish speaking countries. Although the school's largest population of ELLs is Spanish, this community is home to many new immigrants from Bangladesh, Guyana, Haiti, and the Middle East.

Based on the information from the Home Language Survey our English Language Learners come from families that speak the following languages: Spanish, Bengali, Urdu, Haitian Creole, French, Hindi, Punjabi, Tagalong, and Arabic.

During the initial intake the pupil personnel secretary provides all required documentation to the parents including the Home Language Survey for completion. After the paper work is completed the parents and students are referred to the appropriate grade Guidance Counselor for an interview. The sixth grade Guidance Counselor is fluent in Haitian Creole, French and Spanish; the seventh grade Guidance Counselor is our Bilingual (Spanish) Guidance Counselor and the eighth grade Guidance Counselor is only fluent in English. During the interview, the following programs are explained to the parents of our ELLs and SIFE students:

- Transitional Bilingual Education – ELLs for Spanish speaking countries
- Freestanding ESL – Students placed in monolingual classes and receive services based on the Lab-R results
- Newcomers – non-English speaking ELLs and SIFE students (from non-English and English speaking countries.)

After the interviews are conducted by the Guidance Counselors, students are placed in their perspective classes.

Parents of English Language Learners from Hispanic background are given the option to have their child/children placed in the Transitional Bilingual Program. The trend is that the 99% of parents registering children new to the country and school system from Spanish speaking countries are requesting for their children to be placed in the Transitional Bilingual classes. 1% of our parents request to have their child/children in monolingual classes from Spanish speaking countries. Children of Spanish and non-Spanish speaking countries are assessed after registration with the Lab-R to determine English proficiency levels. If the criterion is not met, students are placed in the Freestanding ESL program by level. (beginners, intermediate and advance) Entitlement Letters and program selection letters are distributed by the ESL teachers and returned to them.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional</b>							20	13	15					48

<b>Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							47	57	45					149
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	67	70	60	0	0	0	0	197

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	197	<b>Newcomers (ELLs receiving service 0-3 years)</b>	119	<b>Special Education</b>	24
<b>SIFE</b>	33	<b>ELLs receiving service 4-6 years</b>	53	<b>Long-Term (completed 6 years)</b>	25

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	119	33	10	53	0	10	25	0	4	197
<b>Total</b>	119	33	10	53	0	10	25	0	4	197

Number of ELLs in a TBE program who are in alternate placement: 0

**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							20	13	15					48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	20	13	15	0	0	0	0	48

<b>Dual Language (ELLs/EPs)</b> <b>K-8</b>
---

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

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

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							44	38	33					115
Chinese									1					1
Russian														0
Bengali							9	14	11					34
Urdu							3	6	4					13
Arabic							1	3	0					4
Haitian							5	3	7					15
French							1	2	0					3
Korean														0
Punjabi								1						1
Polish														0
Albanian														0
Other							4	3	4					11

## 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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>67</b>	<b>70</b>	<b>60</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>197</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

The organizational models used are that all subjects are departmentalized, students travel together as a group, and our ESL program is a pull-out. ESL services are delivered based on the levels of each students eligibility. ESL services are provided based on proficiency levels, our ESL teachers are assigned one proficiency level and students are grouped homogeneously to ensure that the mandated instructional numbers are provided according to CR Part 154.

A newcomers class has been implemented to meet the needs of our SIFE (non-hispanic and caribbean students) and newcomers from non-hispanic countries to meet their academic needs. Students are taught the fundamentals in English and Mathematics in this class for one year. After the first year, students are transitioned into our ELL program to improve learning and further prepare them for the ELA exam that they are required to take after one year of being in the country.

To further support our ELLs receiving four (4) years of service and beyond, a team teaching ELLs program was created. This program is for our students receiving ESL services and students that have opted out of our Transitional Bilingual program. The ELL program enables our teachers to work in teams to create and educational plan based on the proficiency and academic levels of our students. To further ensure that our students are receiving the mandated instructional minutes in ESL, the ELL program affords us the opportunity to programmed ESL classes into their schedule. This eliminates students being pulled from other content areas, while meeting their academic needs.

Students that are former ELLs receive support for two years from the testing date that they achieved proficiency on the NYSESLAT exam.

Students identified with a disability are referred to the Guidance Counselor and the PPT for further support.

Literacy

Literacy teachers of our English Language Learners will continue to follow the ELA Curriculum Map which identifies the Essential Learning Objectives that are aligned to the NYS English Language Arts Standards as well as the Core Curriculum State Standards, to focus on improving language acquisition, vocabulary, reading comprehension and writings skills. Through our formative, summative and diagnostic

assessments teachers and students will formulate SMART goals to ensure that our student’s academic needs are met. Literacy teachers will utilize educational solutions obtain through the DINI grant to improve the reading, writing, listening and speaking skill of our ELLs. The following solutions (web-based and non-web-based) will be implemented and utilized by our ELLs based on their academic needs and levels during and afterschool:

- Manhattan Theatre Company (writing, reading, speaking & listening)
- Achieve3000 (reading & writing)
- Successmaker (reading, writing, listening and speaking)
- Vantage – My Access (writing program)
- Destination Read / REACH
- Rosetta Stone ( reading, writing, speaking and listening)

All ELL students will receive the allotted time as required under CR Part 154. ESL students will receive instruction in ESL as follows: Beginners and Intermediate 360 minutes and advance 180 minutes in addition to their regular Literacy block. General Education and ESL teachers will continue to receive Professional Development on strategies to improve learning.

Bilingual students will also receive standard based literacy instruction in English and the native language. (Spanish) They will utilize translated versions of standard based English Language Arts materials to assist them in bridging the languages. ESL and Bilingual literacy teachers will incorporate more reading and writing skills in their daily instructional periods. To further support our Bilingual ELLs’ during the school day. Achieve3000, and My Access (writing program) will be utilized to enhance learning during their Literacy classes. Once a week, the Manhattan Theatre Company will be working with the NLA teacher to enhance the reading, writing, listening and speaking skills of our Bilingual students.

Students will continue to be assessed using our five-week department assessments, diagnostic interim assessments, teacher generated exams and quizzes, reports, essays, conferences and oral presentations. Teachers will identify weaknesses and strengths of each student by analyzing student data from these assessments. All assessments will determine how teachers proceed with the Essential Learning Objectives (ELO) and evaluate the ELA Learning Progression to determine our students’ progress.

ESL teachers will be expected to use the balanced literacy/workshop model in instructing students. They will receive pacing calendars, and create “Essential Learning Objectives to ensure that work is aligned with reading and writing skills taught in the general education Literacy classes. They receive Professional Development from our school based Literacy coaches and Office of English Language Learners

**Mathematics**

It is also imperative that we focus on improving all mathematic skills. All ESL and Bilingual students will receive at least seven (7) periods of mathematics instruction per week. The activities used by our Math instructors include small group instruction and differentiated instruction. Manipulatives and hands-on activities are also utilized to enhance learning.

Mathematic teachers will utilize educational solutions obtain through the DINI grant to meet the mathematical skill of our ELLs. The following solutions will be implemented and utilized by our ELLs based on their academic needs and levels during and afterschool:

- Successmaker (reading, writing, listening and speaking)
- Destination Math

Mathematics is taught in Spanish for all level (beginners, intermediate and advance) of our Transitional Bilingual Program. Professional Development is provided by the Math Supervisor, network leaders and conferences to ensure teachers are current on new strategies and/or methodologies.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



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

Paste response to questions 5-14 here

Our data indicates that we have 119 short term and newcomer students and out of those 33 students are SIFE. There are 53 ELLs who have been here for four through six years and 0 of them are SIFE and 25 long term ELLs and 0 SIFE. ELLs with less than a year in the school system are exempt from taking the ELA exam for one (1) year and identified as beginner. To accommodate the academic needs of our non-Spanish speaking students and English Caribbean SIFE students, a Newcomers program was implemented. This program focuses on phonics, grammar, diction, decoding, writing, listening skills etc. An individualized plan has been implemented to ensure that students are on task and have mastered the targeted skill before proceeding to the next skill. After being in the country for one (1) year our former Newcomer transitions to monolingual classes. Students will continue to receive the academic support and services (ESL) as they strive towards proficiency in their perspective classes.

Professional Development will be provided for our ESL and Literacy teachers to ensure they are implementing best practices for our students.

#### Transitional Bilingual Education

The Transitional Bilingual Program is comprised of a 6th, 7th grade and an 8th grade class for our Spanish speaking population. These classes are taught by certified Bilingual teachers in the content areas. The Science teacher has a Bilingual extension. Their NLA class is taught by a certified Spanish teacher. Listed below are the numbers of students per grade in our Transitional Bilingual and Freestanding ESL program:

Students receive six (6) periods per week of English Language Arts through Literacy blocks. NLA is provided five (4) times per week by a Spanish speaking teacher. Students also receive the four (4) periods per week of Freestanding ESL. The Literacy classes are equipped with English libraries. Literacy teacher use the workshop model and differentiated instruction during their lessons. The Literacy teacher also incorporates various teaching strategies to meets the learning styles of our students. Phonics is emphasized and computer and/or listening centers are also utilized. Teachers receive Professional Development and support from the various Literacy solutions procured through the DINI grant. Literacy workshops are also provided by the Literacy supervisor.

Through the DINI grant our Literacy program has been enhanced through the following solutions to ensure that our students become proficient readers and writers:

- Manhattan Theatre Company
- Achieve3000
- Successmaker
- Vantage – My Access (writing program)
- Destination Read / REACH
- Rosetta Stone

These solutions will enable our Literacy teachers to meet the academic needs of our students based on their ability and interest.

Mathematics is taught in Spanish for all levels (beginners, intermediate and advance) of our Transitional Bilingual Program. Professional Development is provided by the Math Supervisor to ensure teachers are current on new strategies and/or methodologies.

## Freestanding ESL Programs

The ESL program is a pull out program which is comprised of three (3) certified ESL teachers. Students are grouped according to their levels, based on the NYSELAT and LAB-R scores. Most ESL classes are comprised of 12 – 15 students. Students are assembled by grade and proficiency levels. Each group receives the allotted time required under CR Part 154. Beginners and intermediate groups receive 360 minutes per week and the advance group receives 180 minutes per week.

## Supplemental Services

Our ELLs participate in a Literacy and Math after school program through Sports and Arts three days a week. Many of our ELLs participate in our Soaring High Literacy, Math and Science after school program three days a week. During the Soaring High Program students have the opportunity to utilize the various educational solutions made available through the DINI grant. Effective January 2011, there will be a Saturday enrichment program for Literacy, Math and Science to prepare students for NYS exams.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

### Professional Development

Professional Development has been provided through our network (Ken Morris) and Rosa Delgado. The Jose P. training is provided by Ms. Delgado during after school workshops. The primary focus of the Jose P training is as followed:

- English Language Development Proficiency Descriptors
- Effective Practices
- Conditions for learning
- Four Principles of Language Acquisition
- Language Proficiency
- Communicative Competence
- Applying the four Principles of Language Acquisition
- Description of Proficiency Levels
- Understanding by design
- Six types of Instructional scaffolds
- A framework for teaching ELLs: Curriculum Mapping and Planning

The focus this year for professional development will continue to be: "utilizing data to drive instruction", "differentiated instruction" and establishing "Learning Communities" that specifically addresses best instructional practices in second language learning and literacy

instruction for ELLs. The staff developers will continue to work with our staff weekly to ensure best practices are implemented.

### E. Parental Involvement

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

Paste response to questions 1-4 here

Parents are actively participating in the Parent Association and are working with to increase the parental involvement of our ELL parents through phone master, meetings and letters. Beginning in November parent workshops will be held one evening during the week and on Saturdays. These workshops will enable our non-English speaking parents to learn English through Rosetta Stone and computer skills. English speaking parents as well as non-English speaking parents will have the opportunity to attend workshops on the educational solutions that will be utilized during and after school. Workshops will also be conducted based on parents' interest.

Parents are also kept informed of the standards and school activities through our Parent Coordinator and Bilingual Guidance Counselor. Our Guidance Counselor and Parent Coordinator keep parents abreast through parent orientation, parent meetings, newsletters, and calendars.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							20	20	18					58
Intermediate(I)							19	16	26					61
Advanced (A)							31	30	17					78
Total	0	0	0	0	0	0	70	66	61	0	0	0	0	197

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							9	9	6				
	I							10	14	18				
	A							18	19	17				
	P							23	16	18				
READING/ WRITING	B							19	12	18				
	I							29	12	15				
	A							27	22	20				
	P							1	1	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	19	28	2	0	49
7	28	22	2	0	52
8	34	24	4	0	62
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	39	21	147	35	124	10	105	0	481
7	29	49	177	33	181	7	74	1	551
8	53	31	210	32	149	7	83	4	569
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	30	22	169	33	208	16	59	1	538
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

the seventh grade twenty (20) results were beginners, sixteen (16) intermediate and thirty (30) are advance. There were seventeen (17) beginners, twenty-six (26) intermediate and seventeen (17) advance students in the eighth grade. The overall performance is as follows:

Transitional Bilingual Education – 36 students tested in grades 6-8  
(15 sixth graders, 8 seventh grader and 12 eighth graders)

After analyzing the data it is obvious that our students continue to struggle in reading. In total 63.8% of our English Language Learners in the Transitional Bilingual classes received a status of beginners on the NYSESLAT exam. On the 6th grade 26.6% or 4 out of the 15 students tested in the TBE class received a level A on the NYSESLAT. In comparison to the 7th grade where 0% are advance in reading and 8% or 1 out of 9 students on the 8th grade. During 2008-09, 18 out of 37 (48%) did not test; 12 or 32% achieved level B; 5 or 13.5% received level I and 2 or 0.5% achieved a level A. This correlations with the 2009-10 data which indicates that the 23 out of 37 (63.8%) of ELLs in the TBE program are beginners. This is a slight gain because many of the students in the TBE program during 2008-09 were new to the country and were two (2) years behind their peers in reading.

Freestanding English as a Second Language – 141 students tested in grades 6-8.  
(53 sixth graders, 41 seventh graders and 47 eighth graders)

It is evident from our data that we have a small percentage of 6th graders, who are beginners based on the results on the NYSESLAT exam. 04% of our ELL students are beginners, 13.4% are intermediate, and 18.4% are advance. On the 7th grade 0.9% of our ELL students were identified as beginners, 0.9 % was intermediate and 16% were advance. On grade 8, 0.4% was beginners, 16% Intermediate and 11.3% advance based on the results of the NYSESLAT exam.

In order to ensure that our ELL students become proficient readers and writers we must focus on implementing strategies that addresses and incorporate the following: innovative and interactive technological activities, activities that addresses language acquisition, comprehension, content, learning style, social preference and the culture capita of our ELL students.

Our baseline assessments in the content areas and our Acuity results have been instrumental with instructional preparations. After analyzing the data our staff has determined that many of our ELLs have difficulty with inference, spelling, grammar and following directions. (listening) Teachers are including strategies and activities to address the weaknesses of our students.

#### Reading Results

The results from the New York State Language Art exam reveals similar patterns for both the ELLs and the General Ed students; in that most students in grades 6,7 and 8 reading scores decreased. Although there was a decrease in reading scores the ELLs experienced the largest increase of level 1 students during 2009-10. In 2009 15.6% of the ELLs scored a level 1 and in 2010, 49.1% of our ELLs achieved Level 1, which was a 33.5% loss. The number of ELLs scoring at Level 3 & 4 has decreased by 15.% (4.8%% 2010 from 19.2% 2009)

#### Mathematics Results

As with ELA, the data indicates that most ELLs in grades 6,7 & 8 are scoring at level 2. (47.6% in 2010), which is an increase of 4.8%. The number of students scoring at Level 1 has increased from 35%.0% in 2006 to 38.4% in 2010. The number of ELLs scoring Level 3 & 4 also decreased from 21.2% in 2006 to 13.8% in 2010. This is a difference of 7.4%.

The data indicates in both Math and Literacy that our English Language Learners are experiencing losses, and the gap between the GE and ELLs is approximately double. The results are similar whether the math exam is taken in English or Spanish

#### Literacy

#### Science

In, 2010, 46% of our English Language Learners achieved Level 2 on the NYS Science exam and 23% were Level 3 & 4. In 2009 our English Language Learners did not achieve safe harbor in Science, resulting in our status changing to Restructuring 4. Although, 31% of our 8th grade students achieved Level 1 students are making gains in this content area.

To ensure that our students have a clear and concise understanding of Science, they will follow the Science Curriculum Map which identifies the Essential Learning Objectives that are aligned to the NYS Science Standards as well as the Core Curriculum State Standards. The focus will be to improve and understand vocabulary, scientific thinking, communication,

scientific investigation, utilization of scientific tools and technology. Students will also create, demonstrate and participate in inquiry based and hands –on-activities.

Science teachers will utilize educational solutions obtain through the DINI grant to meet the Scientific skill of our ELLS. The following solutions will be implemented and utilized by our ELLs based on their academic needs and levels during and afterschool:

- Hall of Science
- Explore Learning/Gizmo

Professional Development will be provided by the solution providers as well as the Science Supervisor.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		