



P.S. 239Q
POLICE OFFICER RAMON SUAREZ SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 24Q239

ADDRESS: 17-15 WEIRFIELD STREET, RIDGEWOOD, NY 11385

TELEPHONE: 718-381-4009

FAX: 718-381-0592

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 239Q **SCHOOL NAME:** Police Officer Ramon Suarez School

SCHOOL ADDRESS: 17-15 Weirfield Street, Ridgewood, NY 11385

SCHOOL TELEPHONE: 718-381-4009 **FAX:** 718-381-0592

SCHOOL CONTACT PERSON: Robin L. Connolly **EMAIL ADDRESS:** rconnol@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jamie Vetter

PRINCIPAL: Robin L. Connolly

UFT CHAPTER LEADER: Marisa Turriciano

PARENTS' ASSOCIATION PRESIDENT: Esperanza Cancel

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** #208

NETWORK LEADER: John O'Mahoney

SUPERINTENDENT: Madelene Chan

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
Robin L. Connolly	*Principal or Designee	
Marisa Turriciano	*UFT Chapter Chairperson or Designee	
Esperanza Cancel	*PA/PTA President or Designated Co-President	
Edith Murrillo	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	
Jamie Vetter	Member/Teacher	
Janet Penigian	Member/Teacher	
Stella Kostopoulos	Member/Administration; School Aides; Paraprofessionals	
Gloria Perez	Member/Parents	
Lydia Ramos	Member/Parents	
Emily Charriez	Member/Parents	
	Member/Parents	

(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.

Public School 239Q is a state of the art building that opened its doors in the fall of 2003. This pre-kindergarten to fifth grade school serves a population of approximately 800 students, including 58 District 75 citywide special education students housed in our second floor wing. One hundred and thirty seven kindergarten students are housed at an annex located one block away. Our students come from culturally diverse backgrounds.

Our vision is to instill a love of learning for all members of the community (students, staff and parents). With this vision in mind, we adopted the motto, "Building a Community of Lifelong Learners, One Individual at a Time."

Our goal to develop our students as readers, writers, mathematicians, historians and scientists, as well as productive citizens in a risk-free environment, is attained through our rigorous instructional programs that support the needs of our individual students. Our high quality professional development provides our teachers with the tools they need to assess, analyze, and plan instruction that best meets the needs of their students, to achieve our goals.

Through a readers and writers workshop approach we are able to provide our students with a rigorous balanced literacy program. Administrators and teachers from as close as Long Island and as far as Washington State have visited our school to see the reading and writing workshop model in action. Through our use of the Everyday Mathematics Program, Foss Science Program and New York State Standards Based Social Studies Program, we provide our students with a hands-on differentiated instructional program in all content areas.

Our new and improved computer lab and six moving computer carts allow for the opportunity to integrate technology in all content areas. In addition, Smart Boards, Elmos, and overhead projectors are available to staff as a teaching tool to integrate technology and enhance engagement in student learning.

We collaborate with the Greater Ridgewood Youth Council which provides a Homework Help program for our students.

Since 2004, we have participated with I.S. 77 in the "Ramp – Up" program. The seventh grade students from I.S. 77 come to our school and participate in reading with our first and second grade classes.

Our Parent Teacher Association is active and plays an integral role in our school and works collaboratively with the administration and staff as members of the PTA and School Leadership Team.

Our school wide inquiry teams continue to meet on a weekly basis. Teachers have found this inquiry process to be a positive learning experience which helps them to become more strategic in their teaching. The inquiry process has helped them to develop a deeper understanding of their students needs.

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.

SECTION III – Cont'd

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 239									
District:	24	DBN:	24Q239	School BEDS Code:	342400010239					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
Enrollment					Attendance - % of days students attended :					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	34	36	35		93.2	94.2	TBD			
Kindergarten	103	115	123							
Grade 1	116	126	121							
Grade 2	151	109	140							
Grade 3	127	144	101							
Grade 4	139	123	138							
Grade 5	115	141	120							
Grade 6	0	0	0							
Grade 7	0	0	0							
Grade 8	0	0	0							
Grade 9	0	0	0							
Grade 10	0	0	0							
Grade 11	0	0	0							
Grade 12	0	0	0							
Ungraded	7	3	12							
Total	792	797	790							
					Student Stability - % of Enrollment :					
					<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
						93.4	92.9	TBD		
					Poverty Rate - % of Enrollment :					
					<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
						82.2	79.9	92.5		
					Students in Temporary Housing - Total Number :					
					<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
						14	52	TBD		
					Recent Immigrants - Total Number :					
					<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
						9	20	25		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	34	46	42	Principal Suspensions	20	52	TBD			
# in Collaborative Team Teaching (CTT) Classes	30	30	27	Superintendent Suspensions	11	20	TBD			
Number all others	26	29	35							
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
					<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					CTE Program Participants	0	0	0		
					Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	62	66	TBD			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	227	223	237							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	6	43	Number of Administrators and Other Professionals	15	14	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	50.0	59.1	TBD
				% more than 5 years teaching anywhere	25.8	36.4	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	77.0	71.0	TBD
American Indian or Alaska Native	0.2	0.3	0.0		86.5	100.0	TBD
Black or African American	3.3	2.5	2.2				
Hispanic or Latino	78.5	81.3	80.8				
Asian or Native Hawaiian/Other Pacific Isl.	6.9	7.9	8.6				
White	11.0	8.0	8.2				
Male	49.8	49.7	49.4				
Female	50.2	50.3	50.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			√	Basic	Focused	Comprehensive
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	√	-				
White	√	√	-				
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	95.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	12.7			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	15.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	60						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	7.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

Although the number of all tested students scoring Levels 3 and 4 in both ELA and Math went down, as did most schools across the state, our mean scale scores in both areas went up in grades 3 and 5 and slightly decreased in grade 4.

ELA

Grade	2009	2010	Change
3	654.7	662.8	+8.1
4	656.6	656.3	-.3
5	658.3	665.1	+6.8

MATH

Grade	2009	2010	Change
3	676.8	688.4	+11.6
4	673.2	670.5	-2.7
5	673.5	682.1	+8.6

After conducting a review of our formal data in ELA and Mathematics, we have found an upward trend in the average mean scales scores in both content areas. Over the last five years, we have gained 10 and 13 points respectively in ELA and Mathematics. We feel this is largely due to our push-in AIS model during the literacy and mathematics periods. Having our AIS teachers push-in has allowed for more small-group differentiated instruction. In addition, our English as a Second Language providers have also pushed-in during the literacy periods to provide additional support for our English Language Learners. Forty six percent of our ELLs moved up one or more performance levels on the NYSESLAT.

In addition, when we compared the number of students who scored a scale score of 650 or higher on the 2009 to 2010 ELA and Math State Assessments, the percent of students scoring 650 or higher in ELA increased by 12.3% (60.1% to 72.4%). In mathematics, the percent of students scoring 650 or higher increased by 5% (82.3% to 87.3%).

ELA Results for 2010 based on a 650 Cut Score

Grade	650 SS or Higher	%	Last Year	
	2010		2009	
Grade 3	67/94	71.3%		
Grade 4	90/136	66.2%		
Grade 5	97/121	80.2%		
	254/351	72.4%	60.1%	+12.3%

Math Results for 2010 based on a 650 Cut Score

Grade	650 SS or Higher	%	Last Year	
	2010		2009	
Grade 3	97/100	97%		
Grade 4	107/139	77%		
Grade 5	112/123	91%		
	316/362	87.3%	82.3%	+5%

READING LEVEL GAINS

An analysis of average reading level gains for the 2009/2010 school year show the following reading gains by grade:

Grade	Average Gain Percentage for Year
Kindergarten	69.5%
First Grade	79.5%
Second Grade	87%
Third Grade	81.3%
Fourth Grade	82.7%
Fifth Grade	63.3%
Total Average School Gain Percentage	77.2%

% of Gains (Benchmark Periods)

Grade	November % Gains	January % Gains	March % Gains	May % Gains
K	N/A	Baseline	74%	65%
1	66%	82%	87%	83%
2	82%	98%	86%	82%
3	81%	80%	N/A	83%
4	90%	80%	N/A	78%
5	64%	60%	N/A	66%

These averages indicate that although over 75% of our students made gains, there's still room for growth, particularly in kindergarten.

Although the gains in grade five appear lower than the rest of the school, this can be attributed to the time required to move from level to level as the levels get higher and the reading text more difficult.

WRITING LEVEL GAINS

An analysis of writing level gains for 2009/2010 school year show the following reading gains by grade:

Grade	Pre-writing Scores	Post-writing Scores	Post-writing Gains
Kindergarten	1.7	2.5	.8
First Grade	1.7	2.6	.9
Second Grade	2.1	3	.9
Third Grade	1.7	2.4	.7
Fourth Grade	1.9	2.8	.9
Fifth Grade	1.7	3.1	1.4
Whole School Scores/Gains	1.8	2.7	.9

These averages indicate a growth across all grade levels in writing. Although all grades made average gains, we still need to work on increasing the stamina and quality of student writing.

MATH

2009-2010 Math Gains

Kindergarten

Average Test Scores

September - Baseline	January - Midyear	June - End of Year
59.9%	72.28%	75.8%

Strengths: Based on the September Baseline assessment, students showed knowledge of numbers by counting by 1s and 2s, comparing and ordering numbers and extending patterns. Additionally, Midyear

and End of Year assessments demonstrated students' ability to solve number stories, identify two dimensional shapes and use rules to sort objects.

Areas of Need: Identify shapes having lines of symmetry; describe events using basic probability terms and read and write expressions using symbols +, -, and =.

From the September Baseline to the January Midyear assessment kindergarten students showed a 12.38% gain. From the January Midyear to the End of Year assessment there was 3.52% gain. Overall, there was a 15.9% gain from September to June.

Grade 1

Average Post Test Scores

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
77%	64%	71%	72%	74%	64%	73%	68%	60%	79%

Strengths: Based on EM Unit Progress checks, grade one students demonstrated the greatest ability in Units 5 and 7. The assessment for Unit 5 consists of place value, number stories and basic facts and Unit 7 includes geometry and attributes.

Areas of Need: Based on EM Unit Progress checks the following areas have been noted as a need by unit:

Unit 2 – money, time, addition and subtraction of single digit numbers and number lines.

Unit 6 –time, measurement in centimeters, addition and subtraction facts and money.

Unit 9 – number grids, adding and subtracting two digit numbers, measurement in inches, fractions and comparing numbers.

September - Baseline	January - Midyear	June - End of Year
44.24%	84.16%	88.3%

From the September Baseline to the January Midyear assessment the first grade students showed a 39.92% gain. From the January Midyear to the End of Year assessment there was 4.14% gain. Overall, there was a 44% gain from September to June.

Grade 2

Average Post Test Scores

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
70%	89%	87%	81%	84%	66%	81%	84.6%	81%	70%

Strengths: Based on EM Unit Progress checks grade two students demonstrated proficiency in recalling basic addition and subtraction facts. Telling time to the nearest hour and half hour, making

coin exchanges, and finding equivalent fractions and comparing fractions are additional areas of strength.

Areas of Need: Based on EM Unit Progress checks the following areas have been noted as a need by unit:

Unit 1 - counting patterns, comparing and using relation symbols, and telling time to the nearest minute

Unit 6 - whole number operations (+/-), solving number stories, and finding multiples of equal groups (multiplication/division)

Unit 10 – decimals and place value, estimating and finding exact costs and making change.

September - Baseline	January - Midyear	June - End of Year
37%	62.18%	73%

From the September baseline to the January midyear assessment the second grade students showed a 25.1% gain. From the January midyear to the End of Year assessment there was 10.8% gain. Overall, there was a 36% gain from September to June.

Grade 3

Average Post Test Scores

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
95%	85%	71%	79%	80%	79%	78%	71%	47%

Strengths: Based on EM Unit Progress checks grade three students demonstrated proficiency in finding differences. Completing number sequences, solving money number stories, analyzing and displaying data, adding and subtracting whole numbers, and identifying place value to the millions place and decimals are additional areas of strength.

Areas of Need: Based on EM Unit Progress checks the following areas have been noted as a need by unit:

Unit 3 – linear measures, area and perimeter, and measuring using a ruler (in/cm)

Unit 8 – finding equivalent fractions, and fractions in number stories

Unit 9 – multiplication and division, and products of two-digit numbers

September - Baseline	January - Midyear	June - End of Year
42%	67%	80%

From the September baseline to the January midyear assessment the third grade students showed a 25% gain. From the January midyear to the End of Year assessment there was 13% gain. Overall, there was a 38% gain from September to June.

Grade 4

Average Post Test Scores

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

65%	68%	62%	56%	63%	55%	57%	48%	56%	69%	60%
-----	-----	-----	-----	-----	------------	-----	------------	------------	-----	-----

Strengths: Based on EM Unit Progress Checks fourth grade students demonstrated proficiency in naming and constructing figures. Organizing data in a bar graph, addition/subtraction of multi-digit numbers, reflections, and symmetry are additional areas of strength.

Areas of Need: Based on EM Unit Progress checks the following areas have been noted as a need by unit:

Unit 6 – solving multiplication/division number stories, and finding angle measurements

Unit 8 – finding perimeter and area – specifically of rectangles, parallelograms, and triangles

Unit 9 – Conversions among fractions, decimals, and percents

September - Baseline	January - Midyear	June - End of Year
51%	63%	68.1%

From the September baseline to the January midyear assessment the fifth grade students showed a 13% gain. From the January midyear to the End of Year assessment there was 5.1% gain. Overall, there was a 17.1% gain from September to June.

Grade 5

Average Post Test Scores

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
63%	58%	74%	54%	70%	77%	61%	55%	57%

Strengths: Based on EM Unit Progress Checks fifth grade students demonstrated proficiency using a protractor and compass. Properties of polygons, exploring angle measures, organizing and analyzing data, addition and subtraction of fractions, comparing and ordering fractions, finding equivalent fractions, and converting fractions to decimals and percents are additional areas of strength.

Areas of Need: Based on EM Unit Progress checks the following areas have been noted as a need by unit:

Unit 4 – division of whole numbers and decimals

Unit 8 – adding mixed numbers, multiplication of fractions and whole numbers, ratio, finding the percent of whole number, and finding the fraction of a fraction

Unit 9 – coordinates, finding area, volume and capacity

September - Baseline	January - Midyear	June - End of Year
45%	59%	68%

From the September baseline to the January midyear assessment the fifth grade students showed a 14% gain. From the January midyear to the End of Year assessment there was 9% gain. Overall, there was a 23% gain from September to June.

Grades 2-5

Overall Analysis: Across all grades in 2-5, number stories, multiplication, division, and grade-appropriate fraction concepts are all areas of need.

Overall Implications for ELA and Mathematics:

Even though for eight consecutive years, our State Accountability Reports have found us to be a “School in Good Standing,” and our overall grade on our 2009-2010 NYC Progress Report was a solid “B”, it is obvious with higher scale score levels needed for proficiency, that change is needed.

In order for us to begin to prepare for the rigorous demands of Common Core State Standards, we need to continue to focus our work in the areas of Literacy and Mathematics. We will continue our best practices of providing push-in AIS and ESL services in order to support our belief that children learn best in small group settings that allow for a more differentiated instructional focus.

We will look at our findings and align our curriculum based on Common Core Standards and our identified needs. We will support our instructional program with differentiated professional development in order to build the capacity of our staff to provide instruction that supports our students’ needs.

A barrier that may affect our move forward is the turnover rate of teachers this year. We have 15 new staff members to PS 239. Although all are not new to teaching, they still need professional development in our instructional programs so that as a school community we are all on the same page.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Description
SMART GOAL- By June 2011, students performing at proficiency (levels 3 & 4) on the ELA exam will increase by 5% as measured by the Progress Report.	The SLT determined that there was a valid need to continue to increase the percentage of students meeting state standards.
SMART GOAL- By June 2011, there will be a 5% increase in the number of ELL students making at least one year of progress on the State English Language Arts Exam.	Since our ESL population has increased over the past several years, the SLT determined that we need to continue working on our ELL’s progress.
SMART GOAL- By June 2011, students performing at proficiency (levels 3 & 4) on the NYS Math exam will increase by 5% as measured by the Progress Report.	The SLT determined that there was a valid need to continue to increase the percentage of students meeting state standards, in light of the number of students not making promotional criteria and the stagnant growth rate for students meeting standards in previous years.
SMART GOAL- By June 2011, 95% of all teachers will take part in inquiry/teacher teams as measured by agendas, minutes from meetings, and student work.	In order to eventually meet our goal for every student to make progress, we need to continue the work of inquiry teams.
SMART GOAL- By November 2010, 100% of classroom, AIS and ESL teachers will participate in professional development based on their identified needs as measured by professional development plans, teacher surveys, teacher goals and attendance at P.D. sessions.	A review of the results of our professional development needs survey and individualized teaching goals indicated a need to develop a more comprehensive professional development plan focused on meeting teacher needs. Some of the identified needs are assessing learning, planning small group instruction, engaging students in learning, and the teaching of math content.

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students performing at proficiency (levels 3 & 4) on the ELA exam will increase by 5% as measured by the Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> Continue to support students not achieving levels 3 and 4 by creating smaller class size during the reading period through our push-in AIS model in grades K and 3 – 5. This model will allow for small group and one-on-one instruction during readers workshop. Our new Kindergarten AIS provider will focus on early literacy skills. <u>Target Population:</u> At-risk kindergarten and third grade students and students at levels 1 and 2 in grades four and five. <u>Responsible Staff:</u> Our AIS personnel will be responsible for providing these services on a daily basis. <u>Implementation Timeline:</u> By late September 2010, all students will have been identified and placed in AIS groups. Continue to support our second grade at-risk students using <i>Fountas and Pinnell’s Leveled Literacy Intervention Program</i> and expand the program to grade one. <u>Target Population:</u> A select number of first and second grade at-risk students will be targeted for daily small group intervention in order to increase their reading levels. <u>Responsible Staff:</u> Our Leveled Literacy Intervention Specialists will be responsible for providing these services on a daily basis.

Implementation Timeline:

By late September 2010, all students will have been identified and placed in LLI.

3. Grades K and 1 will implement “Vocabulary Trips” using nonfiction core knowledge texts to build academic language through science and social studies units. Units are based on 5 read alouds covering one topic. Classroom teachers will pull the vocabulary on the topic (content based and big concept idea words).

Target Population:

All K and 1 students

Responsible Staff:

Classroom Teachers

Implementation Timeline:

By September 2010, all classroom teachers in grades K and 1 will be responsible for implementing “vocabulary trips” in their classrooms.

4. Continue to implement and infuse in all curriculum areas the *Wordly Wise Program* to build vocabulary in grades 2 – 5. (except departmentalized classes).

Targeted Population:

Students in grades 2-5

Responsible Staff:

Classroom teachers in grades 2-5

Implementation Timeline:

From September 2010-June 2011

5. Continue to provide teachers with time to plan curriculum that meets the needs of their students throughout the school year. Teachers will develop teaching points and strategy lessons in alignment with the units of study, core standards and student needs.

Targeted Population:

Teachers

Responsible Staff:

The literacy coach and assistant principals will be responsible for the planning and implementation of curriculum development activities. The principal and assistant principals will be responsible for supervising these activities.

Implementation Timeline:

Time is provided during coaching, staff and faculty conferences and June planning days.

6. Continue the work of the inquiry teams.

Target Population:

Targeted students

Responsible Staff:

Classroom Teachers and support personnel

Implementation Timeline:

From September 2010, the inquiry teams will meet weekly to work and discuss the progress of their target populations. The core team will meet monthly to share out progress being made by all teams.

7. Provide professional development in non-fiction comprehension skills

Targeted Population:

Classroom Teachers and support personnel

Responsible Staff:

The literacy coach and assistant principals will be responsible for the professional development in non-fiction comprehension skills. The principal and assistant principals will be responsible for supervising these activities.

Implementation Timeline:

From September 2010 on, all classroom teachers and support personnel will attend literacy coaching sessions.

8. Continue the use of Stephanie Harvey's *Comprehension Toolkit Strategies* in grades 2 – 5 and implement *Comprehension Intervention: Small Group Lessons for the Comprehension Toolkit* in grades 2 – 5.

Target Population:

Students in grades 2-5

Responsible Staff:

Classroom teachers in grades 2-5

Implementation Timeline:

From September 2010 – June 2011

9. Pilot Reciprocal Teaching in ELA classrooms that are departmentalized.

Target Population: Selected 3rd, 4th and 5th grade students

Responsible Staff: Selected 3rd, 4th and 5th grade classroom teachers

Implementation Timeline: From September 2010-June 2011

10. Increase the number of non-fiction units to support core standards. During non-fiction units of study, guided reading will be done in non-fiction books to support non-fiction comprehension skills.

Target Population:

Students in grades K-5

Responsible Staff:

All classroom, AIS and ESL teachers

Implementation Timeline:

From September 2010- June 2011

11. Pilot departmentalization in grades 3, 4 & 5 in order to utilize teachers' areas of strength to increase student performance.

Target Population: Selected 3rd, 4th and 5th grade students

Responsible Staff: Selected 3rd, 4th and 5th grade classroom teachers

Implementation Timeline: From September 2010-June 2011

12. Implement sight word recognition strategies used in inquiry work in grades K and 1.

Target Population:

Students in grades K and 1

Responsible Staff:

All K and 1 classroom teachers

Implementation Timeline:

September 2010 – June 2011

Monitor and Revising

- Monitor the progress of students 5x a year using running records.
Baseline: September; November, January, March, May-June
- Monitor the progress of Leveled Literacy Intervention students monthly.
- “Vocabulary Trips” will be monitored through running records and monthly nonfiction published pieces and pre/post vocabulary assessments.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> 1. Title I SWP; TL Fair Student Funding; Title I Fair Student Funding Incremental; Title 2A Supplemental; TL Children First Operating Funds; Title I Time Allocation 2. Contract for Excellence will fund our Leveled Literacy Intervention Teacher. 3. TL Fair Student Funding 4. TL Fair Student Funding 5. Title I SWP; TL Fair Student Funding 6. TL 7. Title I SWP, TL Fair Student Funding 8. TL Fair Student Funding; TL DRA 9. TL Fair Student Funding; TL One Time Allocation 10. TL NYSTL 11. TL Fair Student Funding; TL One Time Allocation 12. TL Fair Student Funding; Contract for Excellence CTT; Title 2A Supplemental; Tax Levy One Time Allocation
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By June 2011, the number of students performing at proficiency (levels 3 & 4) will increase by 5% as measured by the Progress Report. • K-2 Students will show reading level gains on the <i>Fountas and Pinnell Benchmark Assessment</i> administered 2x a year. • October 2010-June 2011, students will show growth in reading and writing as evidenced on their running records, reading logs, teachers' conferring notes, the <i>Comprehension Toolkit</i> and pre/post writing unit assessments. • Students will demonstrate use of vocabulary attained through "Vocabulary Trips" in all content areas as evidenced through oral conversations and writing pre/post assessment. • Students will demonstrate use of sight words as evidenced through running records and writing pieces.

Subject Area: ELA (ELLS)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase in the number of ELL students making at least one year of progress on the State English Language Arts Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Continue staff development for ESL and classroom teachers in the readers and writers workshop model and in effective ESL research-based methods that support the needs of our ELL students. <u>Target Population:</u> ESL and classroom teachers <u>Responsible Staff:</u> Professional development will be provided by the Integrated Curriculum Instructional Team, Network Team, literacy coach, and assistant principal in charge of ESL. <u>Implementation Timeline:</u> From September 2010-June 2011 2. Continue to provide mandated push-in ESL services during readers and writers workshop periods, and/or the word work period. <u>Targeted Population:</u> Mandated ELL students <u>Responsible Staff:</u> ESL teachers will be responsible for the planning and implementation of the minilesson, strategy lessons, guided reading, etc. Administration will be responsible for monitoring the program. <u>Implementation Timeline:</u> From September 2010-June 2011 3. Continue the Title III Extended Day Program for ELL students. Continue the use of the computer-based <i>Imagine Learning Program</i> for our beginning ELL students to further develop their oral and receptive language skills. Intermediate and advanced ELLs will be provided with instruction in writing using <i>My Access</i> to become proficient writers in the area of argumentative writing. They will also continue to be provided with instruction in reading focusing on social studies to develop academic language. <u>Targeted Population:</u> All targeted ELL students

Responsible Staff:

All Extended Day ESL teachers

Implementation Timeline:

From January 2011-April 2011

4. Provide interclass visitations in support of guided reading, running records, and ESL strategies.

Targeted Population:

Teachers that need support in guided reading, running records or ESL strategies

Responsible Staff:

The literacy coach will be responsible for providing support in guided reading, running records, and ESL strategies. Administration will be responsible for scheduling interclass visitations.

Implementation Timeline:

From September 2010-June 2011

5. Pilot IMSCI: A model for Scaffolding Writing Instruction- (Inquiry, Model, Shared Writing, Collaborative, Independent

Targeted Population:

ESL Students

Responsible Staff:

ESL Teachers

Implementation Timeline:

October 2010 – June 2010

Monitor and Revising

- Monitor the progress of ELL students 5x a year using running records and 7x a year in writing pre/post assessments.
- Monitor the progress of ELL students that are using *My Access* 3 – 3x a year during the Title III after school program and 50 minute program.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ol style="list-style-type: none"> 1. TL Fair Student Funding; Title I SWP 2. TL Fair Student Funding; TL Fair Student Legacy Teacher Supplemental 3. Title III dollars will fund teacher per session and cost of materials. 4. N/A 5. N/A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By June 2011, there will be a 5% increase in the number of ELL students making at least one year of progress on the state English Language Arts Exam. • By June 2011, 40% of ELLs will advance in level on the NYSESLAT. • ELL Students will show reading level gains on the <i>Fountas and Pinnell Running Records</i> administered 5x a year. • October 2010-June 2011, students will show growth in reading and writing as evidenced on their running records, reading logs, teachers' conferring notes, reading on demands, and pre/post writing assessments.

Subject Area: Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students performing at proficiency (levels 3 & 4) on the NYS Math exam will increase by 5% as measured by the Progress Report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Continue to support students who are not achieving levels 3 and 4 by creating smaller class size during the math period through our push-in AIS model in grades 3 – 5. This model will allow for smaller group and one-on-one instruction during math workshop. <u>Target Population:</u> At-risk students in grade three and students at levels 1 and 2 in grades four and five. <u>Responsible Staff:</u> Our Math AIS personnel will be responsible for providing these services on a daily basis. <u>Implementation Timeline:</u> By late September 2010, all students will have been identified and placed in AIS groups. 2. Pilot the ECAM assessment in all grade K & 1 classes and one 2nd grade class to identify student needs and use data to drive instruction. <u>Target Population:</u>

	<p>Selected classes in grades K-2</p> <p><u>Responsible Staff:</u> Selected classroom teachers in grades K-2</p> <p><u>Implementation Timeline:</u> Initial Assessment September 2010. Assess mid-year and end of year struggling students every 6 weeks. Daily assessments will be done through observations.</p> <p>3. Continue to administer Every Day Math baseline, midyear and end of year assessments in addition to pre/post unit assessments.</p> <p><u>Target Population:</u> All students in grades 1-5</p> <p><u>Responsible Staff:</u> All classroom and math AIS teachers.</p> <p><u>Implementation Timeline:</u> From September 2010-June 2011</p> <p>4. Provide math content professional development prior to the start of each unit. In addition, provide professional development on the new Common Core Standards.</p> <p><u>Target Population:</u> All classroom and math AIS teachers in grades K-5</p> <p><u>Responsible Staff:</u> Assistant Principals and Math AIS teachers and school based math core-standards trainers will be responsible for professional development.</p> <p><u>Implementation Timeline:</u> From September 2010-June 2011</p> <p><u>Monitor and Revising</u></p> <ul style="list-style-type: none"> • Monitor the progress of students using baseline, mid-year and end of year assessments in Everyday Mathematics. • Monitor the progress of students for each unit in math using a pre/post assessment.
--	--

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> 1. Tax Levy Fair Student Funding; Title 2A Supplemental; Title I SWP 2. Tax Levy Fair Student Funding; Contract for Excellence CTT; 3. N/A 4. Tax Levy Fair Student Funding; Title 2A Supplemental; Title I SWP
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By June 2011, students performing at proficiency (levels 3 & 4) on the NYS Math exam will increase by 5% as measured by the Progress Report. • Students will show unit progress on their unit pre/post assessments. Monitor by administration after every 2-3 units. • At-risk students will show progress on ECAM assessments 3x a year. • Students will show progress as indicated by baseline, mid-year and end of year assessments in Everyday Mathematics.

Subject Area: **Inquiry Teams**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 95% of all teachers will take part in inquiry/teacher teams as measured by agendas, minutes from meetings, and student work.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Continue the work of Core and Inquiry/Teacher Teams. All Inquiry/Teacher Teams will meet once a week. Targeted Population: Selected at-risk students Responsible Staff: All classroom, AIS and ESL teachers; Administration will be responsible for monitoring the meetings of the Inquiry Teams. Implementation Timeline: From September 2010-June 2011 2. The Core Inquiry Team will meet monthly after school to discuss the progress of all inquiry/Teacher Teams.

	<p><u>Targeted Population:</u> Inquiry/teacher team members</p> <p><u>Responsible Staff:</u> Administration will be responsible for monitoring the meetings of the Inquiry/Teacher Teams.</p> <p><u>Implementation Timeline:</u> From September 2010-June 2011</p> <p>3. Provide time for each team to report back to all staff members via faculty conferences, newsletters, conference days, etc.</p> <p><u>Targeted Population:</u> All staff members</p> <p><u>Responsible Staff:</u> Administration will be responsible for providing Inquiry Teams with time to report back to all staff members.</p> <p><u>Implementation Timeline:</u> From September 2010-June 2011</p> <p><u>Monitor and Revising</u></p> <ul style="list-style-type: none"> • Monitor and revise the growth of selected at-risk students involved in inquiry teams using inquiry based assessments every 4-6 weeks.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> 1. TL Children First Funding 2. TL 3. N/A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By October 2010, establish a schedule for the meetings of grade level inquiry teams. • By October 2010, establish an ELL inquiry team. • By June 2011, 75% of students involved in inquiry will have met their June goals. • Continue to provide time for inquiry teams to meet on a regular basis • By June 2011, 100% of classroom teachers and ESL teachers will take part in inquiry teams as measured by agendas, minutes from meetings, student work.

Subject Area: Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By November 2010, 100% of classroom, AIS and ESL teachers will participate in professional development based on their identified needs as measured by professional development plans, teacher surveys, teacher goals and attendance at P.D. sessions.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1. Develop a more comprehensive professional development plan that meets the individual needs of the staff. Provide a monthly professional development menu tailored to the individual needs of teachers based on their individualized teacher goals. In addition, provide professional development on the new Core Standards in ELA and Mathematics. Professional development will be provided during common prep, coaching sessions, faculty/grade conferences and during the 50-minute program.</p> <p><u>Targeted Population:</u> All teachers in grades K-5</p> <p><u>Responsible Staff:</u> The administration, literacy coach, in-house Core Standards Trainers and selected staff will be responsible for providing the professional development.</p> <p><u>Implementation Timelines:</u> From September 2010-June 2011</p> <p><u>Monitor and Revising</u></p> <ul style="list-style-type: none"> • Monitor and Revise the professional development offered and its implementation in the classroom through classroom walkthroughs and observations. • Monitor and revise every two months professional development plans based on feedback from teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>1. Title I SWP; Tax Levy Fair Student Funding, C4E</p>

Indicators of Interim Progress and/or Accomplishment

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

- By June 2011, all teachers will have participated in professional development aligned with their individual needs as evidenced by attendance and agendas.
- By June 2011, teachers will have integrated the professional development skills as evidenced in classroom observations, walkthroughs and student performance, and schoolwide data analysis.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	1	0	3	2
1	40	0	N/A	N/A	11	0	0	0
2	55	0	N/A	N/A	21	0	2	0
3	39	44	N/A	N/A	15	0	0	0
4	50	41	55	25	32	0	0	0
5	42	39	20	15	29	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Foundations K-1: During the Day 4X-5X week/Small & Whole Group</p>	<p>K-1 teachers conduct Foundations lessons during the word work period. Foundations is a phonological/phonemic awareness, and spelling program that serves as a prevention program to help reduce reading and spelling failure. Foundations provides research-based strategies in a 30-minute daily lesson. The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during storytime activities.</p>
<p>ELA: Wilson Reading Program: During the Day 4X week/Small Group</p>	<p>Our Special Education Teacher Support Services, Collaborative Team Teaching and Individualized Educational Plan teachers provide a small number of our at-risk students with AIS using the Wilson Reading Program.</p>
<p>ELA 50- Minute Program Grade 1-5 2X/Week/Small Group</p>	<p>Our 50-Minute Program provides at-risk students with additional support in literacy on alternating weeks with Drop Everything And Read (DEAR), while the teacher conducts one-on-one conferring or small group instruction based on assessed needs.</p>
<p>ELA: Push-In AIS Literacy K and 3rd - 5th Grade Reading: During the Day 5X week/Small Group</p>	<p>The second through fifth graders who receive AIS support within their classroom are provided with small group and one-on-one instruction during reading workshop on a daily basis. This environment has proven to be more conducive to learning and successful for our at-risk students. Strategy and skill based lessons are given with teaching points directly targeted to suit individual needs. During these sessions, strategies of successful readers are modeled and then attempted by each student individually.</p>
<p>ELA: Pull –Out AIS Leveled Literacy Intervention Program Grades 1 & 2 Reading: During the Day 5X week/Small Group</p>	<p>The at-risk first and second grade students receive small group intervention (4-5 students per period) by our two Leveled Literacy Intervention Specialists using the Fountas and Pinnell Leveled Literacy Intervention Program. The program targets students who are reading below grade level starting at level C. The program provides is designed to target these students with thirty minutes of highly concentrated instruction in reading, writing, phonics/word study, and vocabulary.</p>

<p>ELA Title III ELL Program Extended Day/2Xweek (two hours)/Small Group</p>	<p>ELL students who are newcomers and/or at the beginner proficiency level will receive instruction using the research-based program Imagine Learning. This technology tool will support their vocabulary development and customize the language support they receive. Intermediate and advanced students will be given instruction using Wordly Wise 3000. This program will enhance their oral language and vocabulary proficiency.</p>
<p>Mathematics: Push-In AIS 3rd - 5th Grade Math: During the Day 5X week/Small Group</p>	<p>The third through fifth grade students who receive AIS support within their classroom are provided with small group and one-on-one instruction during math workshop on a daily basis. This environment has proven to be more conducive to learning and successful for at-risk students. Strategy and skill based lessons are given with teaching points directly targeted to suit individual needs. During these sessions, strategies of successful mathematicians are modeled and then attempted by each student individually, often through hands-on activities.</p>
<p>Mathematics 50- Minute Program Grade 1-5 2X/Week/Small Group</p>	<p>Our 50- Minute program provides our at-risk students with additional support in mathematics by participating in Ground Works on alternating weeks. Teachers conduct small group instruction in Reasoning with Numbers, Algebraic Thinking, Reasoning with Geometry, Reasoning about Measurement and Reasoning with Data & Probability.</p>
<p>Science: Grades 3-5 1X/Week/Small Group</p>	<p>Science instruction will be provided through a co-teaching model through the classroom and science teachers. This model allows for smaller grouping and more individualized instruction.</p>
<p>Social Studies: Grades 3-5 1X/week</p>	<p>Students receive additional support in Social Studies through a co-teaching model through the classroom and social studies teachers. This model allows for smaller grouping and more individualized instruction.</p>
<p>At-risk Services Provided by the Guidance Counselor: During the Day (As needed)</p>	<p>The guidance counselors provide counseling services for our at-risk students. Counseling services may include: one-on-one sessions and group sessions focusing on behavior management, academic support, conflict resolution and crisis intervention.</p>
<p>At-risk Services Provided by the School Psychologist: During the Day (As needed)</p>	<p>Provide informal observations of students at-risk of referral and provide guidance to classroom teachers and families</p>
<p>At-risk Services Provided by the Social Worker: During the day (As needed)</p>	<p>Provide informal observations of students at-risk of referral and provide guidance to classroom teachers and families</p>

At-risk Services Provided by the IEP Teacher: During the day 5X/Week/Small Group	Small group instruction will be provided for at-risk students by the IEP teacher.
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 3-5 Number of Students to be Served: LEP: 70 Non-LEP:

Number of Teachers 7 Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

- **Extended Day P.M. Program (Tues. & Wed.) 3:30-5:00 p.m.**
- **Parenting Class: Lifeskills through Literacy (Tues. & Wed.) 3:30-5:00 p.m.**

This Title III program has been designed to support our school’s instructional goals and clearly addresses vital areas of need that our English Language Learners have in Grades 3-5. Social Studies is a content area that our ELL students made the least amount of academic gains as per their results on the NYS Social Studies Exam in 2009. The data revealed that only 36.1% (13/36) of our ELL students met or exceeded

NYS Standards in Social Studies. Further, the 2010 NYSESLAT results and other data sources have helped us discover that our beginner ELL students made the least amount of gains in terms of English-Language acquisition and need more structured communication activities in order to promote the integration of speaking, listening, reading, and writing in ways that reflect natural language use. Further, this data also revealed that 46% (109/235) of our students who were mostly at the beginner and advanced proficiency level did not move from one level of proficiency to the next on the NYSESLAT exam due to their reading and writing skills; thus requiring them to remain at the lower proficiency level. An analysis of student work based on Writing on Demands and published pieces have also confirmed that our students' writing skills is an area of need in Grades 3-5.

We will form **one beginner and three intermediate/advanced classes**. This program will start in December and run through April and has been designed to service approximately 70 students. The students will receive supplemental services from four common branch teachers and two fully-certified ESL teachers who will co-teach with every class for a minimum of 100 minutes a week (two 50 minute sessions) in order to provide rigorous ESL strategies that will enhance and support their learning of Social Studies content. The ESL teachers will co-teach and use the following scaffolding strategies such as conversational prompts, graphic organizers, TPR (Total Physical Response), word banks, visuals, Shared Reading and Writing with the beginner ESL students in order to build their knowledge of the social studies content. For the advanced/intermediate students the ESL teacher will continue to use rigorous ESL strategies, with a strong emphasis on Writing. Interactive Reading and Writing, story maps, and POWER (**P**rewriting, **O**rganizing, **W**riting, **E**scaping, and **R**ewriting) will be used to guide English Language Learners and empower them as writers in conjunction with a technology tool called **MY Access!** Further, a supervisor must be hired and their salary has been incorporated into the budget since it is the **only after-school program** that has been organized for 2010-2011 school year. We will invite approx. **20 newcomers who are at the beginner proficiency level** in grades 3-5 so that we can organize one class. The students will use **Imagine Learning** in order to strengthen their language development and build a foundation that will support their understanding of the Social Studies. Further, we will invite approx. **50 intermediate and advanced proficiency level** students in grades 3-5 and organize three additional classes who will receive instruction using a technology tool called **MY Access!** to support our students writing needs/goals. These technology tools are supplemental resources that will only be used during this after-school program to build their second-language literacy skills in conjunction with grade appropriate social studies curriculum topics.

In order to promote their content knowledge in Social Studies, topics have been selected in alignment with the NYC Scope and Sequence by grade level. The students in Grade 3 will be focusing on the essential features of a community. Grade 4 will be focusing on various aspects of Local and State Government so that students will gain knowledge of the basic rights and responsibilities of being a good citizen. Grade 5 will be focusing on the conservation of resources that have helped and continue to shape our nation by exploring such topics as geography and economics.

ELL students in Grades 3 through 5 who are newcomers and at the **beginner proficiency level** will receive instruction using the research-based computer program called **Imagine Learning**, which is correlated to the English Language Development Standards. This technology tool customizes the language support they will receive because the instruction is individualized through an automated adaptive curriculum. English language learners will use the computer to navigate through a variety of authentic communicative experiences. The students will listen and see new words to enhance their vocabulary and locate and review words they have previously stored by category in a word book. To authenticate the students' listening and speaking skills they will learn songs to encourage experimentation with the English language, watch video clips to learn common conversational phrases, and can record the newly learned phrases and listen to their own recordings. This program also teaches the students to recognize and read sight words to foster their independent reading skills. First-language support is another important feature that students can access and strategically remove as they become more familiar with the English language.

ELL students in Grades 3-5 who are at the **intermediate and advanced proficiency level** will receive writing instruction using a web-based instructional tool called **MY Access!** This multi-functional program is aligned with NYS standards, and provides cross-curricular writing opportunities in social studies in order to link writing skills and content area knowledge. The teachers will guide the students through pre-writing activities, review exemplar papers using the prompts available in order to write persuasive, literary, expository, and informational genres. Their writing will also be assessed by the teacher on an ongoing basis and through the instant diagnostic feedback provided by this web-delivered program.

The students will have a variety of self-assessment tools accessible to them to support their writing needs such as: writing checklists, rubrics, word counter, word bank, and MY Editor. MY Editor provides individualized grammar support. Further, an online portfolio is maintained for every student that includes their drafts, revisions, and feedback. These portfolios are accessible to school administrators and classroom teachers to further assist them with the writing process and to align instruction with the students' targeted writing goals and needs.

The **Parent Involvement** component of this program will provide our ELL Parents with weekly sessions on Tuesdays and Wednesdays. This class will be geared to adult beginning learners of English. Basic language skills will be the primary focus in order to help adult learners acquire communication and literacy skills necessary to function in everyday situations. Learning will be scaffolded to support their acquisition of conversational skills in English as well as learn the expected social behaviors of their new culture. In addition, several sessions will be conducted in the computer lab to familiarize them with technology resources such as Acuity, ARIS, and My Access! to support their students' academic learning. Further, web-browsing that emphasizes links to educational products, homework help, and health and safety are topics that will be covered.

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.

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.

Professional development will be coordinated by the principal, assistant principals and literacy coach. The professional development provided will address the needs of the staff in order to build their capacity to implement the NYS ESL standards, and meet the academic, emotional, and social needs of the students. Further, a survey was conducted to specifically pinpoint teachers' instructional needs. **Imagine Learning** will provide those teachers of beginner/intermediate proficiency level with six hours of professional development. **My Access!** will provide those teachers of intermediate and advanced learners two full days of training. This training will show the teachers how to strategically group students, customize writing assignments, and teach students how to set measurable and achievable writing goals in order to support student success.

Section III. Title III Budget

Form TIII – A (1)(b)

School: P.S. 239

BEDS Code: 342400010239

**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.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$20,475.00	<i>6 Teachers – 306 hours = \$15,267 @ 49.89 per hour</i> <i>Supervisor – 51 hours = \$2,663 @ 52.21 per hour</i> <i>Teacher (Adult Learning) – 51 hours = \$2,545 @ 49.89 per hour</i> <i>Per Session Extended Day ELL Program</i>
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,565.00	<i>Schlessinger Media: DVD Series (My Community, American Government, Map Skills, and Economics) = \$ 900.00</i> <i>Capstone Books: Social Studies related literature: (My Community, Community Helpers, Our Government, Voting & Elections, US Senate, US Presidency, Needs and Wants) = \$1,300.00</i> <i>Crabtree Library Books: Social Studies related literature (Government, Economics in Action, Energy Revolution, Green Team Series, Green Collar Career Series) = \$800.00</i> <i>(Adult Learning): 30 Literacy Plus Student Books + Teacher’s Edition = \$ 565.00</i>

Educational Software (Object Code 199)	\$7,900.00	<i>Imagine Learning = \$3,000.00</i> <i>20 Software Licenses for Beginning ELL Students</i> <i>My Access =\$ 4,900</i> <i>50 Software Licenses for Intermediate/Advanced ELL Students</i> <i>+ (Professional Development)</i>
Travel		
Other	\$1, 500.00	<i>Refreshments for Adult Learning Classes – \$500.00</i> <i>Consumables (Notebooks, Folders, Paper, Charts) – \$1000.00</i>
TOTAL	\$33,440.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A review of the HLIS form was conducted. The most common language identified was Spanish. Spanish translations, oral and written, will be provided by school staff in a timely and appropriate fashion. In the event that additional translations are needed, we will use the services of a contracted translation agency.

The findings were shared with the school community at Faculty Conferences and PTA meetings.

Language	Number of Parents Requiring Oral and/or Written Translation
Albanian	7
Arabic	17
Chinese, Any	7
Nepali	16
Polish	14
Spanish	339

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

The greatest need, based on a review of HLIS form, is for Spanish written translations and oral interpretation. The school community was informed of our translation and interpretation needs and services via faculty conferences and PTA meetings.

Part B: Strategies and Activities

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

The school will provide written translations of all forms pertaining to students' health, safety, disciplinary matters and permission slips/consent. These written translations will be provided in a timely fashion by an in-house staff member and the services of the DOE translation unit.

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

Oral interpretation services will be provided to parents during monthly parent meetings, disciplinary meetings, registration, parent-teacher conferences and parent workshops. Interpretation services will be provided by an in-house school staff, parent volunteer and outside DOE contracted vendors.

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>.

Parental notification of translation services available will be conspicuously posted at the school entrance. Contact numbers regarding language assistance will be made available to parents at parent meetings and in the main office. Information pertaining to translation and interpretations will be included in the Safety Plan.

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:	541,475.00	15,854.00	557,329.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,414.00	160.00	5574.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,073	*	
4. Enter the anticipated 10% set-aside for Professional Development:	54,147.00	*	

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

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

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

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

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

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

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

Title I Parent Involvement Policy and Parent-School Compact for P.S. 239Q

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 P.S. 239Q, *[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. P.S. 239Q'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. P.S. 239Q 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;

P.S. 239Q'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 P.S. 239Q 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, P.S. 239Q 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 dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- host the required Title I Parent Annual Meeting on or before December 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.

P.S. 239Q 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;
- providing a Kindergarten orientation for the parents of incoming students;
- providing, in conjunction with the local middle schools, a Parent/ Student Orientation;
- Planning special events for parents of ESL students (i.e. Mother's Day Tea, Test Preparation & Familiarization);
- Providing ESL classes for non-English speaking parents.

Section II: School-Parent Compact

P.S. 239Q, *[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. P.S. 239Q 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 _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ 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.

All students are assessed through the use of informal and formal assessments, NYC Predictives & ITA's, Fountas & Pinnell Benchmark Assessments, teacher conference notes, writing samples, running records, unit assessments in all content areas, school report cards and state assessments. These results are analyzed and based on these findings; students are provided with additional services to best meet their assessed needs.

2. Schoolwide reform strategies that:

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

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

A. All of our students are provided with the opportunity to meet the state's proficient and advanced levels of student academic achievement through a strong balanced literacy and mathematics program.

B. Summer School is provided for those students, grades 3-5 who are at-risk or identified as far below state standards. These services are provided pending funding.

Our AIS providers supplement our instructional program by providing small group instruction to those students at-risk of not meeting state standards. Programs include Wilson, and Fountas and Pinnell Leveled Literacy Intervention in addition to our balanced literacy and mathematics programs.

Through our balanced literacy and mathematics programs we provide a daily three-period literacy block and a daily 60-75 minute mathematics block providing our students with extended instruction in the major content areas.

Our 50-Minute program focuses on meeting the needs of our at-risk students in a small group setting. The literacy program includes small guided reading groups and Leveled Literacy Intervention groups. In mathematics, small group instruction was provided based on students' needs.

Our Extended Day Programs before, after and/or on Saturdays (pending funding) provide our students with the opportunity for small group project-based instruction in literacy and mathematics based on their identified needs (both for enrichment and remediation) using content area materials in social studies and science.

3. Instruction by highly qualified staff.

According to our last completed BEDS Survey for school year 2009-10, 100% of our staff is highly qualified as per state education requirements.

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.

High quality, ongoing professional development for teachers, principals, paraprofessionals and parents is provided as needed through in-house professional development, and DOE professional opportunities.

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

- **Attend citywide job fairs.**
- **Contact local colleges and universities**
- **Search D.O.E. on-line website**

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

Through our parent coordinator's efforts, we will provide parental involvement activities that may include:

- **Parent Workshops**
- **Family Math Night**
- **Literacy Fair**
- **ESL and/or Computer Programs**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Our pre-school students and parents are invited to a kindergarten orientation held every June. The orientation provides parents with information regarding the instructional programs and offers a tour of the facility.

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.

Our School Leadership Team comprised of administrators, teachers and parents meets monthly to discuss the instructional programs and types of academic assessments used. Professional development in data analysis is provided to all teachers. Our literacy coach and administrators assist our teachers in analyzing the academic assessments and plan instruction in order to best meet the needs of our students.

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

The third through fifth grade students who receive AIS support within their classrooms are provided with small group and one-on-one instruction during reading workshop on a daily basis. This environment has proven to be more conducive to learning and successful for our at-risk students. Strategy and skill-based lessons are given with teaching points directly targeted to suit individual student needs. During these sessions, strategies of successful readers are modeled and then attempted by each student individually.

In addition, some students who are reading below level in grades one and two participate in Fountas and Pinnell Leveled Literacy Intervention, an intensive small group reading program.

The third through fifth grade students who receive math AIS support within their classroom are provided with small group and one-on-one instruction during math workshop on a daily basis. This environment has proven to be more conducive to learning and successful for at-risk students. Strategy and skill-based lessons are given with teaching points directly targeted to suit individual needs. During these sessions, strategies of successful mathematicians are modeled and then attempted by each student individually, often through hands-on activities.

Our 50-Minute program focuses on meeting the needs of our at-risk students in a small group setting. Programs include: Wilson, Fountas and Pinnell Leveled Literacy Intervention, small group reading strategies, and building reading stamina. In mathematics, we provide small group instruction based on students' needs.

Our Extended Day Programs before, after and/or on Saturdays (pending funding) provide our students with the opportunity for small group project-based instruction in literacy and mathematics based on their identified needs (both for enrichment and remediation) using content area materials in social studies and science.

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.

As a schoolwide program school, we integrate the use of our Tax Levy, Title 1, and Contract for Excellence funds to support the supplementary services and programs designed to meet the needs of all of our students with a particular focus on those at greatest risk.

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

Explanation/Background:

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

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

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

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

the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² 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	✓			541,475	✓	pg(s) 17, 18, 19, 22, 28, 60
Title I, Part A (ARRA)	Federal	✓			15,854	✓	pg. 60
Title II, Part A	Federal	✓			167,975	✓	pg (s) 17, 20, 24, 25
Title III, Part A	Federal		✓		35,300		
Title IV	Federal			N/A			
IDEA	Federal		✓		235,901		
Tax Levy	Local	✓			3,625,043	✓	pg (s) 17, 18, 19, 20, 22, 24, 25, 28, 60

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.

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Four

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

It is the goal of P.S. 239 to provide all students with the necessary support to help them achieve their academic potential. We provide our STH students with academic intervention services, guidance services and any other services deemed necessary. The parent coordinator will collaborate with the guidance counselor to provide resources for parents.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 239					
District:	24	DBN:	24Q239	School		342400010239

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	35	36		93.2	94.2	93.8
Kindergarten	115	123	127				
Grade 1	126	121	144	Student Stability - % of Enrollment:			
Grade 2	109	140	122	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	144	101	137		93.4	92.9	92.0
Grade 4	123	138	110				
Grade 5	141	120	127	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		82.2	92.5	93.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		14	52	34
Grade 12	0	0	0				
Ungraded	3	12	6	Recent Immigrants - Total Number:			
Total	797	790	809	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	20	25

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	46	42	46	Principal Suspensions	20	52	31
# in Collaborative Team Teaching (CTT) Classes	30	27	33	Superintendent Suspensions	11	20	15
Number all others	29	35	42				

These students are included in the enrollment information above.

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

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	223	237	TBD
# ELLs with IEPs	6	43	TBD

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	7	14

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.5
				% more than 2 years teaching in this school	50.0	59.1	82.8
				% more than 5 years teaching anywhere	25.8	36.4	46.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	71.0	78.1
American Indian or Alaska Native	0.3	0.0	0.0	% core classes taught by "highly qualified" teachers	86.5	100.0	97.2
Black or African American	2.5	2.2	3.5				
Hispanic or Latino	81.3	80.8	78.9				
Asian or Native Hawaiian/Other Pacific	7.9	8.6	8.7				
White	8.0	8.2	8.8				
Male	49.7	49.4	50.2				
Female	50.3	50.6	49.8				

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

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	51.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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

**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 Children's First Network 208	District 24	School Number 239	School Name P.O. Ramon Suarez
Principal Ms. Robin L. Connolly		Assistant Principal Ms. Debra L. Rudolph	
Coach Ms. J. Vetter, Literacy		Coach N/A	
Teacher/Subject Area Ms. S. Rini, ESL		Guidance Counselor Ms. Jeanine Brugge	
Teacher/Subject Area Ms. G. Hoffman, 4th Grade		Parent Ms. Esperanza Cancel	
Teacher/Subject Area Ms. L. Hulsaver, 3rd Grade		Parent Coordinator Ms. Gloria Morgenstern	
Related Service Provider Ms. K. Simmons, IEP/ICT		Other type here	
Network Leader Mr. John O'Mahoney		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	807	Total Number of ELLs	241	ELLs as Share of Total Student Population (%)	29.86%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. Upon registering their child at P.S. 239, parents and/or guardians must complete the Home Language Identification Survey with the assistance of an ESL teacher. The ESL teacher evaluates the Home Language Identification Survey and informally interviews the parent and the child to determine eligibility for LAB-R testing. If the child is eligible for testing, an ESL teacher will administer the LAB-R within ten days of the student's admission date. Students who are identified as entitled to ELL services are immediately placed in the appropriate class by an assistant principal in consultation with the parent in their native language, if available. Student placement is based on the following criteria: LAB-R results, students' academic performance, language proficiency, and school history. Students who are entitled and are native Spanish speakers are administered the Spanish LAB to determine their proficiency in their native language. ELLs are then assessed annually with the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered by our five certified ESL teachers, implementing the students' mandated testing accommodations and are organized into small testing groups to maintain an optimal testing environment.

2. Parents of those students who are identified as entitled to ELL services are notified via a formal Entitlement Letter and are invited to attend a Parent Orientation that acquaints parents with three types of ELL programs. During the orientation, parents watch a DVD which describes the following programs in detail and are informed regarding the effectiveness of them based on research: Transition Bilingual Education, English as a Second Language (ESL), and Dual Language. Parents complete a Parent Survey and Program Selection Form and their choice is documented for our records so that if fifteen or more parents in two contiguous grades choose Transitional Bilingual Education, we will begin the process of creating a TBE program. Parent Orientations are on-going throughout the school year and are offered during AM and PM hours to accommodate their work schedules.

3. ESL teachers complete an Entitlement Letter for each new student identified as needing ELL services based upon their LAB-R score. A copy is retained in a binder in the ESL office, and another copy is placed in the student's cumulative record. A binder is also kept for copies of the Parent Survey and Program Selection form. Parent choice is documented and trends are recorded over time. If the parent does not attend the Parent Orientation nor returns the Survey and Selection Form, a second and third (if necessary) copy is sent home and the ESL teachers follow up with phone calls to the parent or guardian.

4. ELL students are placed in classrooms which will be serviced by an ESL teacher in a small group setting. The classes are comprised of ELLs and non-ELLs. Parents are notified via a Placement Letter in English and in their native language.

5. The majority of parents in our school have chosen Freestanding ESL. During the 2009-2010 school year, three kindergarten parents chose TBE, 2 for Spanish and 1 for Chinese and three parents also chose Dual Language, 2 for Spanish and 1 for Chinese. In grade one, a parent chose TBE for Spanish. In grade two, one parent chose TBE in Spanish and one parent chose Dual Language for Arabic. In grade three, three parents chose TBE, 2 for Arabic and 1 for Spanish. In grade four, three parents chose TBE, 1 for Arabic, 1 for Spanish, and 1 for Bengali. In grade five, only one parent chose TBE in Chinese.

6. The majority of our parents want their children to be in a classroom in which English is the primary language used. Therefore, our ESL program aligns with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	1	1	0	0	1								4
Push-In	4	3	3	2	4	2								18
Total	5	4	4	2	4	3	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	241	Newcomers (ELLs receiving service 0-3 years)	153	Special Education	37
SIFE	0	ELLs receiving service 4-6 years	86	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	153	0	22	86	0	13	2	0	2		241
Total	153	0	22	86	0	13	2	0	2		241

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):
 African-American: _____ Asian: _____ 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	43	34	30	18	39	27								191
Chinese	2	0	0	0	3	0								5
Russian														0
Bengali	0	0	1	0	1	0								2
Urdu	0	1	0	0	0	1								2
Arabic	1	1	4	5	4	1								16
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0	1	1	2	4	0								8
Albanian	0	1	1	1	3	0								6
Other	1	0	4	0	4	2								11
TOTAL	47	38	41	26	58	31	0	241						

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

1a. The ESL teachers utilize a push in model during Readers and Writers Workshop to provide ELLs with individualized differentiated instruction. The students are homogeneously grouped by proficiency level to maximize servicing. A Balanced Literacy approach is taught through the Teachers College Readers and Writers Workshop model to facilitate learning through small group instruction, guided reading, interactive writing, and strategy lessons. They scaffold learning via visuals, realia, TPR, and graphic organizers. In Readers and Writers Workshop, ELL teachers provide small group instruction, which target ELL students' needs. During Reading Workshop two guided reading sessions are conducted based on reading level. In addition, a modified Guided Reading approach is utilized to target language development, fluency, comprehension and word study strategies. This modified approach requires that the teacher read the text aloud to model fluency and generate discussions regarding comprehension and vocabulary. During Writing Workshop, two small group strategy lessons are conducted to target the students' writing goals/needs. The instructional schedule in Grades K-5 reflects a greater emphasis on

reading for beginner and intermediate ELLs, and writing for advanced ELLs.

The ELLs who have not made significant English proficiency gains receive supplementary intervention programs to address their reading needs. These programs are: Wilson Reading, and Fountas & Pinnell's Leveled Literacy Intervention System in addition to their ESL instruction.

Our school uses a variety of assessment tools used to identify students' strengths and needs: Running Records, Fountas & Pinnell Benchmark Assessments, Writing on Demands, LAB-R, Acuity, NYSESLAT, NYS ELA and NYS Math. They provide necessary information to plan and inform instruction.

1b. Administration programs the five ESL teachers to ensure that the mandated instructional periods are provided according to proficiency level. Two ESL teachers service one entire grade level and the other grades are split between the remaining ESL teachers. The students are heterogeneously grouped with English dominant students to allow students to hear and converse with native language speakers of English. However, within these classes the students are grouped by proficiency levels in order to maximize ESL teacher services. Two common preps a week have also been built into their schedules so that the ESL teachers can collaborate with classroom teachers for planning purposes and to discuss specific students' needs.

2. Beginner and Intermediate students receive 400 minutes a week of ESL instruction with an emphasis on shared reading and interactive writing to help them develop their oral language and promote their reading and writing skills. The ESL teachers in grades K-5 push-in at least four-to-five times a week for reading and three-to-four times a week for writing, which is determined by student needs.

Advanced students receive 200 minutes of ESL and 200 minutes of ELA weekly in order to promote continued growth in writing, which remains an area of need based on our NYSESLAT data. The ESL teachers in grades K-5 push-in four times a week for writing.

Native language support is present in our ESL program through the use of native language texts for cross-cultural learning, realia, dictionaries/glossaries, visual aids, and partnerships between ELLs of the same native language to support them academically and socially as members of our school community.

3. For ELA, our ESL teachers support Beginner and Intermediate students using a push-in model during Readers and Writers Workshop. During Readers Workshop the ESL teachers provide students with small-group instruction by following the Teachers College workshop model. This supports learning in the four modalities in English as they learn new strategies during Readers and Writers Workshop. They begin each session with a minilesson that includes four essential components: demonstration, active involvement, link, and a share. Then, two guided reading lessons are conducted based on student reading levels. For students reading levels A-H, a modified guided reading approach is utilized. This is an interactive approach to improve comprehension and affords students the opportunity to listen as the teacher models fluency by reading aloud the text. Further, the teacher presents the culturally-relevant text through a group discussion connecting the content and language structure to the students' personal lives through the use of realia and conducting a picture walk.

During Writers Workshop the ESL teachers provide students with small-group instruction utilizing a model of instruction for writing following the Teachers College writing process. They begin each session with a minilesson and then conduct small group strategy lessons to target their writing goals/needs based on their Writing on Demands, notebook entries, and published pieces. The writing process takes approximately four weeks per unit of study and includes: collecting, choosing a seed idea, nurturing, drafting, revising, and publishing/celebrating. Further, the teachers are integrating IMSCI, which is an acronym for a series of steps, based on the concept of scaffolding in order to differentiate the writing process for our ELL students. This instructional model sequences the instruction in such a way that affords the ESL teachers the opportunity to model both the product and the process. The I in IMSCI stands for inquiry, the M stands for modeling, the S is for shared writing, the C in IMSCI stands for collaborative writing and the final I stands for independent writing. The ESL teachers also incorporate shared writing and interactive writing during strategy lessons to enrich language development.

Our ESL teachers support Advanced students using a push-in model during Writers Workshop, which is based on our NYSESLAT data as an area of need. The model of instruction is the same as for Beginner and Intermediate students. However, the small group strategy lessons are conducted to promote more independent writing to emphasize organization, composition and meaning.

During instructional periods when Math is taught, our school delivers content area instruction using the workshop model where there is a gradual release of instruction during the minilesson so that the content is first explicitly modeled and explained for students and then the students are given the opportunity to try out the strategy taught under the guidance of the teacher. During the work period small group differentiated instruction is provided based on assessed student needs.

During instructional periods when Science is taught, our school delivers content area instruction using the workshop model where there is a gradual release of instruction during the minilesson so that the content is first explicitly modeled and explained for students and then the students are given the opportunity to try out the strategy taught under the guidance of the teacher. During the work period small group differentiated instruction is provided based on assessed student needs.

During instructional periods when Social Studies is taught, our school delivers content area instruction using the workshop model where there is a gradual release of instruction during the minilesson so that the content is first explicitly modeled and explained for students and then the students are given the opportunity to try out the strategy taught under the guidance of the teacher. During the work period small group differentiated instruction is provided based on assessed student needs.

4. Instruction is differentiated for the following subgroups:

4a. Our instructional plan for SIFE students will incorporate intervention and emotional support from our guidance counselor. These students will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide the students with a supplementary reading intervention program based on their reading needs during the school day, which would be in addition to them receiving ESL services based on their proficiency level. Our school has two such programs, which are Wilson Reading and Fountas & Pinnell Leveled Literacy Intervention System. They will be invited to attend our 50 minute small-group program Tuesdays and Wednesdays where they will participate in Imagine Learning, which is a computer-based one-on-one instructional program. In addition, they will be invited to attend our Title III Extended Day Program to augment their reading and writing skills.

4b. The ELLs in our school that are here less than three years (newcomers) receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Emotional support was provided by our guidance counselor to help them effectively embrace our school culture during the month of September. In addition, they receive Wordly Wise (K-5) a minimum of two times a week during the school day. This program focuses on improving students' vocabulary through direct instruction. The activities scaffold their learning of new words with Bloom's taxonomy. Further, K-2 students receive Foundations during the Word Work period approx. four times a week. This program provides students with phonological/phonemic awareness, phonics, and spelling intervention strategies to build their reading and spelling skills. Students in grades 2-5 receive instruction using the Comprehension Toolkit two times a week during Word Work. This instructional approach helps to build students' comprehension skills through responsive teaching by using a wide variety of informational texts. The active literacy program targets the following six strategy clusters to form the foundation of comprehension instruction: monitor comprehension, activate and connect, ask questions, infer meaning, determine importance, and summarize and synthesize. These students also attend our 50 minute small-group program on Tuesdays and Wednesdays where they are participating either in Imagine Learning, designated book clubs, DEAR time (Drop Everything and Read) and/or receiving math intervention using Groundworks. They are also invited to attend our Title III Extended Day Program to augment their academic skills.

4c. Our 4-6 year ELLs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Within the mandated instructional time these students receive small group instruction in writing, which has been identified as their major area of weakness. Further, strategy lessons are conducted daily to address their individual writing goals. These goals strongly emphasize elaboration, maintaining focus, and sentence variety. These students are also provided with a supplementary intervention program to support their reading needs based on their reading levels. The supplementary intervention programs that are offered: Wilson Reading, and Fountas & Pinnell's Leveled Intervention System. These students receive Worldly Wise a minimum of two times a week during the school day as well as the Comprehension Toolkit two times a week during Word Work. These students also attend our 50 minute small-group program Tuesdays and Wednesdays where they are participating either in a designated book club, DEAR time (Drop Everything and Read) and/or receiving math intervention using Groundworks. The students are also invited to attend our Title III Extended Day Program to augment their academic skills.

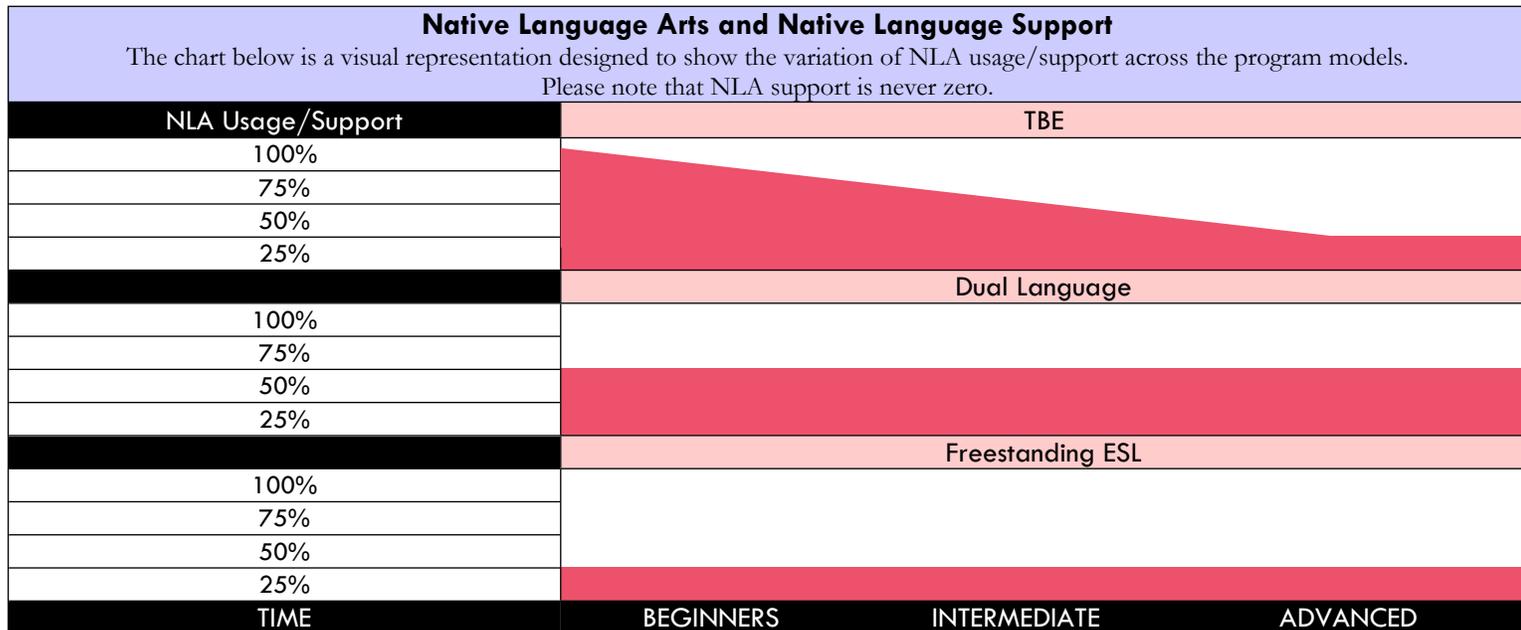
4d. Long-Term ELLs will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program to support their reading needs based on their reading levels. The supplementary intervention programs that are offered: Wilson Reading, and Fountas & Pinnell's Leveled Intervention System. These students receive Worldly Wise a minimum of two times a week during the school day as well as the Comprehension Toolkit two times a week during Word Work. These students will attend our 50 minute small-group program Tuesdays and Wednesdays where they will participate in a designated book club based on selected grade appropriate literature and will be invited to attend our Title III Extended Day Program to augment their academic skills.

4e. ELLs identified as having special needs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Push-in ESL instruction is the preferred model used to support their academic needs in

Reading and Writing to maximize the flow of instruction within their normal class setting. These students also receive supplementary reading intervention to support their reading needs based on their reading levels. The supplementary intervention programs that are offered are: Wilson Reading, and Fountas & Pinnell's Leveled Intervention System. Contingent on the student's grade level they receive Foundations, Wordly Wise and/or the Comprehension Toolkit during Word Work. These students attend our 50 minute small-group program Tuesdays and Thursdays and are participating either in DEAR time, and/or receiving math intervention using Groundworks.

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. Our school provides our ELL students with two supplementary reading programs. They are Wilson Reading and Fountas & Pinnell Leveled Literacy Intervention System, which are contingent based on students' reading level. During Readers Workshop two guided reading sessions are conducted based on reading level. Further, contingent on the student's grade level they can receive Foundations, Wordly Wise and/or the Comprehension Toolkit during Word Work. Our 50 minute small-group sessions, Tuesdays and Wednesdays afford them the opportunity to participate either in a designated book club, Imagine Learning, DEAR time, and/or receive math intervention. Our school has also adopted Margarita Calderon's Seven Step Process in content areas to introduce and pre-teach new Tier II and Tier III words that need special attention and are key to comprehending the text or lecture. We will also have an after-school program open to ELLs using Title III funding. English is the language of instruction for all of the targeted intervention programs listed above, however native language support is provided for Spanish-speaking students in Math. Native language literature and glossaries are also accessible to ESL students to support their literacy development in English. Lastly, AIS Reading and Math intervention services are available to ELL students in grades 1-5 based on their academic needs to provide them with small-group instruction.

6. Former ELLs receive additional support after achieving proficiency on the NYSESLAT in that they are placed in classes with ELLs and receive small group instruction from the classroom teacher. They also receive testing accommodations for two years upon reaching proficiency on the NYSESLAT Exam.

7. Our classroom teachers have been trained to employ a variety of ESL strategies to make content comprehensible to enrich language development and differentiate learning for ESL students. The following are some of the instructional approaches and methods that are utilized: preteaching new vocabulary, visual support and realia, technology tools, interactive writing, shared reading/writing, graphic organizers, writing prompts, flexible grouping based on academic needs and language support, use of manipulatives, real-life experiences and field trips. In mathematics, the students are also provided with math materials in their native language. Our school library also offers a wide selection of native language literature to support content area instruction.

Vocabulary Visits is a new initiative that we have adopted for this upcoming school year to help build our ELL students' academic language skills in all content areas, as a result of a variety of data sources that indicates that our ELL students need anchor concepts and vocabulary to learn new words, which are then connected to concepts they already know. This instructional process is based on vocabulary development through read-alouds and active learning.

Reciprocal Teaching is another new initiative that we have adopted for this upcoming school year in grades three through five to facilitate

comprehension. This methodology incorporates the following four comprehension strategies: predicting, clarifying, questioning, and summarizing.

8. One program that has been discontinued is Headsprout due to our data analysis, which revealed that our students were not making adequate gains in reading.

9. Equal access to all school programs is granted to our ELL students to promote their academic success. Our ELLs (0-3 years) benefit from receiving AIS (Academic Intervention Services) in math and reading, Imagine Learning, Fifty Minute Extended Day Program, Title III After-school Program, Wilson Reading, Foundations, WordlyWise, and My Access! (technology-based writing tool). These intervention programs are all conducted in English. Our ELLs (4-6 years) also have access to these intervention programs and in addition benefit from the Comprehension Toolkit and Tabula Digita, which is a computer based mathematics program. Our Long-Term ELLs (completed 6 years) receive priority for all of the intervention programs above, receive guidance support, and are included in our school's inquiry work.

10. The instructional materials used to support our ELLs (0-3 years, 4-6 years, and those that completed six years) during Readers and Writers Workshop and all content area instruction include the following: visuals, realia, math manipulatives, bilingual/picture dictionaries, manipulatives, maps and charts, video/DVD collections, graphic organizers, and hands-on science materials.

11. In our ESL program, native language support is delivered through peer-partnerships in Readers and Writers workshop with students of the same native language. Bilingual and picture dictionaries, realia and graphic organizers are also integrated to support language growth. In mathematics, Everyday Mathematics materials in Spanish are utilized to provide native language support. Our school library gives our students access to a variety of native language literature. Further, our teachers provide native language support, if available, by translating the content to serve as a scaffolding technique, when necessary.

12. All of the materials are grade level appropriate and the students are grouped by grade level when they receive AIS support and ESL services and the supplementary reading programs that are provided usually correspond to the ELL's grade and reading levels. Our beginner ELLs that are in the upper grades (3-5) are supported with materials that are low level/high interest, based on their reading levels and their reading interests.

13. We provide a Jumpstart Kindergarten orientation Session in June that is designed to inform parents of incoming kindergarten students about our school and its programs. We review parent surveys and program selection forms to determine trends of parental choice for program offerings. Our guidance counselor also meets with all newly enrolled ELL students to provide them with social support and to introduce them to peers of their native language from other classes.

14. We do not have language electives.

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

We do not have a Dual Language program.

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The ESL push-in teachers and classroom teachers of ELLs will continue to attend Teacher College Calendar Days and other off-site professional development sessions offered by our Network Support Specialists, and the Office of English Language Learners to support their professional growth and provide a differentiated approach to the classroom curriculum.

2. Our guidance counselor meets with all teachers of fifth grade ELLs to provide them vital information so that they can make informed decisions regarding middle school and avails herself to clarify questions and follow-up with middle school issues that may arise on an individual basis.

3. Our entire school staff, which includes administration, ESL teachers, bilingual teachers, common branch and special education teachers, paraprofessionals, guidance counselor, all related service providers, secretaries and parent coordinator that work with ELLs will receive professional development in order to fulfill the minimum mandate of 7.5 hours. Bimonthly Grade Conferences and Professional Development days from September through January will be conducted by members of administration to address research-based strategies to promote academic literacy, Vocabulary Visits (New Initiative), and Reciprocal Teaching. From February to June, our focus will be on testing accommodations to make assessments more comprehensible for ELLs, and curriculum development to promote differentiation for ELLs during mathematics workshop.

Members of administration will also provide ELL training on Election Day (November 2nd) and focus on Reciprocal Teaching and how it can support our ESL students in the upper grade grades and the lower grade teachers will receive training in emergent intervention strategies to support decoding, phonics, word solving, and the reading-writing connection.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents play a vital role in the decision-making for selecting programs for their children. We provide parents with orientation sessions throughout the year that describe the various programs being offered as well as The Language Allocation Policy. The orientation workshops take place in September, November, February, and May. A DVD in nine languages provides parents of newly enrolled ELLs with information to choose educational options for their children. The parents are provided with student expectations and general educational program options. A Spanish interpreter is provided during all orientation meetings.

In June 2010 we provided a Jump Start workshop designed to inform parents of incoming kindergarten students about our school and its programs. We reviewed parent surveys and program selection forms to determine trends of parental choice for program offerings. We also hosted a Meet the Teacher Night in September 2010 to provide parents with an overview of our initiatives, goals, objectives, and student expectations.

Parents are invited to join their child's class on school-organized field trips, as well as to writing celebrations. Parent-Teacher Conferences offer parents the opportunity to see their child's classroom and discuss curriculum and progress with classroom, ESL and AIS teachers.

2. We will be reaching out to local agencies and Community Based Organizations to provide workshops and services to ELL parents.

3. We evaluate the needs of the parents by reviewing and analyzing the Learning Environment Survey completed by all parents. We have established a Learning Environment Survey Committee made up of administrators and teachers to address the parents' needs as stated in the completed surveys. The school works closely with the PTA to identify and address the needs of the parents.

4. Our parental involvement activities allow parents to become more aware of the choices available to them, the programs being used to address their child's academic needs, and activities they can do with their children to promote their learning. Bilingual monthly newsletters are sent home via backpack to communicate with parents.

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)	24	6	7	2	2	5								46
Intermediate(I)	16	14	14	8	11	5								68
Advanced (A)	2	14	14	15	25	14								84
Total	42	34	35	25	38	24	0	0	0	0	0	0	0	198

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	0	0	0	0	1							
	I	9	2	6	4	0	1							
	A	13	26	15	10	10	12							
	P	21	10	16	12	48	17							
READING/ WRITING	B	24	6	7	2	2	5							
	I	16	14	14	8	11	5							
	A	2	8	14	15	25	14							
	P	3	10	2	1	20	7							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	11	2	1	21
4	11	34	9	0	54
5	8	16	5	0	29
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3		6	11	1	4		4		26
4	10	1	28		16		2	1	58
5	1	2	14	2	7	3	2		31
6	0								0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		18	1	24		9	1	58
8	0								0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7	3	12	1	11	2			36
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. Our school uses the following tools to assess the early literacy skills of our ELL students: Teachers College running records, and Fountas and Pinnell Benchmark assessments. The data revealed that early reading intervention is needed. Thus, we made the following program adjustments: All AIS reading teachers have two-to-three intervention periods for small group instruction built into their programs and two Leveled Literacy teachers for grades 1 & 2 are targeting our ESL students that need additional reading support during the school day.

2. Data Analysis:

B→P	2	0	0	0	1	1
I→A	0	6	8	9	7	6
I→P	0	3	1	1	2	0
A→P	1	1	1	0	17	6
(-) Growth						
I→B	2	0	1	0	0	1
A→I	8	0	5	0	2	1
A→B	8	0	0	0	0	0
No Change						
B→B	14	6	6	2	2	4
I→I	3	7	7	1	7	1
A→A	1	3	5	4	17	8

*Note: B=Beginner I=Intermediate A=Advanced P=Proficient

2009-10 NYSESLAT Data Analysis

Overall Analysis

Student Progress (109/235)

B→I	26	23.85%
B→A	10	9.2%
B→P	4	3.7%
I→A	36	33%
I→P	7	6.4%
A→P	26	23.85%

Decline/Negative Growth (28/235)

I→B	4	14.3%
A→I	16	57.1%
A→B	8	28.6%

No Change (98/235)

B→B	34	34.7% (25 G.E. students/9 Special Education students)
I→I	26	26.5% (17 G.E. students/9 Special Education students)
A→A	38	38.8% (32 G.E. students/4 Special Education students)

Overall

46%	(109)	Demonstrated Progress
42.1%	(98)	No Change
11.9%	(28)	Negative Growth (I→B, A→I, or A→B)

37/235 completely scored out of ESL = 15.7%

3. Listening & Speaking Performance

In all grades (K-5) 53% (124/235) of the students scored Proficient. 64% (76/121) of those students were in grades two-four, 55% (17/31) of the students were in grade five, and 36% (31/83) were in K&1. Thus, revealing that the Grade Band 2-4 had the largest

percentage of students that scored at the Proficient level on both the Listening and Speaking components of the NYSESLAT. Across the different subgroups the data demonstrated that students in grades 2-4 had the smallest performance gap (13%) between General Education and Students with Disabilities and grade five students had the greatest (57%). Grade five demonstrated the smallest performance gap by gender (5%) based on the students that scored at the English Proficient level. Our female ELL students demonstrated greater success at scoring at the Proficient level in Grades K, 1, 2, 3, & 5 however, in grade four the males demonstrated greater success at scoring at the Proficient level.

Reading & Writing Performance

In all grades (K-5) 18% (42/235) of the students scored Proficient. 23% (7/31) of those students were in grade five, 19% (23/121) of the students in grades two-four, and 16% (13/83) were in K&1. Thus, revealing that Grade Band 5-6 had the largest percentage of students that scored at the Proficient level on both the Reading and Writing components of the NYSESLAT. Across the different subgroups the data demonstrated that the students in the Grade Band 2-4 had the smallest performance gap (11%) between General Education and Students with Disabilities and grade five students had the greatest (30%). The Grade Band 2-4 also demonstrated the smallest performance gap by gender (2%) based on the students that scored at the English Proficient level. Our female ELL students demonstrated greater success at scoring at the Proficient level in Grades K, 1, 2, 3, & 5 however; in grade four the males demonstrated greater success at scoring at the Proficient level.

2009-10 NYSESLAT Data Analysis

Student Progress Analysis

Overall, our NYSESLAT data from 2009-2010 indicates that 46% (109/235) of our ESL students demonstrated progress and moved up one or more performance levels. 36.7% (40/109) of those students were at the Beginner level, 39.4% (43/109) were Intermediate ELL learners and 23.9% (26/109) were Advanced ELL learners. Our Intermediate ELL learners demonstrated the greatest success in moving up from one performance level to the next and our Advanced ELL learners made the smallest amount of growth.

15.7% (37/235) of our students scored out of ESL and have been identified as being Proficient in English. The majority of these students were Advanced ELL learners in grades 4 and 5.

Our data also reveals that 42.1% (98/235) of our students did not move from one level of proficiency to the next. The majority of them were Beginners in grades K, 1, and 2. Upon further analysis, it was noted that the majority of these students did move positively in the Listening and Speaking modalities however not in Reading and Writing; thus requiring them to remain at the lower proficiency level. Effective differentiated instructional initiatives to support these students during reading and writing must be identified to ensure language progress.

The data also revealed that 11.9% (28/235) of our students moved down one or more performance levels. 57% (16/28) of these students were at the Advanced level in Kindergarten and 21.4% (6/28) were at the Advanced level in grade 2. Upon further analysis, 50% (8/16) of these kindergarten students moved down two performance levels based on their LAB-R results from the fall of 2009.

Comparative Analysis (May 2009→May 2010)

Our data reveals that we have increased the percentage of students to be English proficient by 6.1% (9.6%→15.7%). The majority of these students were males from the Grade Band 2-4. The data also revealed that we increased the percentage of ELL students moving up from one performance level (beginning intermediate, or advanced) to the next by 5.4% (40.6%→46%) and decreased the number of ELL students moving down from one performance level to the next by 0.5% (12.5%→12%). Lastly, the data also revealed that we have decreased the percentage of ELL students that have remained at the same performance level based on their NYSESLAT scores from the year prior by 4.9% (46.9%→42%).

Patterns across NYSESLAT modalities affected instructional decisions in that the data above has provided us with valuable information that helped our school make important instructional plans for the 2010-2011 school year. We programmed our ESL teachers to push-in during Readers and Writers Workshop for all grades in order to promote their literacy skills. Vocabulary Field Trips is a program in Grades K & 1 and Wordly Wise is now a component of our Word Work period for grades 2-5 in order to develop their knowledge of words and enhance content learning. The structure of the Readers Workshop work period now incorporates two guided reading lessons, which utilizes the data collected from these assessment tools. Further, informal assessments are now conducted more frequently in order to monitor and

assess student progress.

4a. NYS ELA - Grades 3-5

- Overall, 16.3% (17/104) of our ELL's met or exceeded NYS Standards in ELA. 58.7% (61/104) partially met NYS Standards in ELA.
- Overall, there was a performance gap of 23.5% for English proficient vs. LEP students that met or exceeded NYS Standards in ELA.
- Grade five LEP students had the highest percentage of students that met NYS Standards in ELA (17.2%) and Grade three LEP students had the greatest percentage of students that partially met or did not meet NYS Standards in ELA (85.7%).
- Grade three students demonstrated the biggest performance gap of 39.8% between EP vs. LEP students that met or exceeded NYS Standards in ELA (EP = 54.1% vs. LEP = 14.3%).

NYSAA ELA - Grade 5

- One ESL student took the NYSAA in ELA and scored a Level 4, which demonstrates that he exceeded NYSAA Standards in ELA.

NYS Math – Grades 3-5

- Overall, 33.9% (39/115) of our ELL's met or exceeded NYS Standards in Math. 48.7% (56/115) partially met NYS Standards in Math.
- Overall, there was a performance gap of 6.3% for English proficient vs. LEP students that met or exceeded NYS Standards in Math.
- Grade five LEP students had the highest percentage of students that met NYS Standards in Math (38.7%) and grade three had the greatest percentage of LEP students that partially met or did not meet NYS Standards in Math (69.2%)
- Grade five students demonstrated the biggest performance gap of 30.5% between EP vs. LEP students that met or exceeded NYS Standards in Math (EP = 69.2% vs. LEP = 38.7%).

Due to the insignificant number of students on each grade taking the translated version of this exam, it is difficult to draw conclusions.

NYSAA Math - Grade 5

- One ESL student took the NYSAA in Math and scored a Level 4, which demonstrates that he exceeded NYSAA Standards in Math.

NYS Science - Grade Four

- 42.3% (58) LEP students were tested. 55.2% (32) were males and 44.8% (26) were females. By ethnicity, 15.5% (9) are White, 13.8% (8) are Asian, and 70.7% (41) are Hispanic.
- 58.6% (34) of those LEP students tested scored Levels 3 & 4. 32.8% (19) scored Level 2, and 8.6% (5) scored Level 1.
- By gender, 59.4% (19/32) of the LEP males scored Levels 3 & 4 versus 57.7% (15/26) of the LEP females scored Levels 3 & 4. The difference in performance by gender for Limited English Proficient students was 1.7%.

Due to the insignificant number of students that took the translated version of this exam, it is difficult to draw conclusions.

NYS Social Studies - Grade Five

- 30% (36) LEP students were tested. 47.2% (17) were males and 52.8% (19) were females. By ethnicity, 2.8% (1) are White, 8.3% (3) are Asian, and 88.9% (32) are Hispanic.
- 36.1% (13) of those LEP students tested scored Level 3. 36.1% (13) scored Level 2, and 27.8% (10) scored Level 1.
- By gender, 35.2% (6/17) of the LEP males scored Level 3 versus 36.8% (7/19) of the LEP females that scored Level 3. The difference in performance by gender for Limited English Proficient students was 1.6%.
- Ten former LEP students were tested. 80% (8/10) scored Level 3 and 20% (2/10) scored a Level 2.

Due to the insignificant number of students that took the translated version of this exam, it is difficult to draw conclusions.

4b. Our ELLs will take two interim assessments during this academic school year (Fall/Spring). These assessments are used by administration, ELL teachers, and classroom teachers to inform instruction. First, the data is reviewed and analyzed by administration. Then, areas of

Part VI: LAP Assurances

learn how to understand the student achievement data then, they meet and reflect upon this data in order to make informed instructional decisions so that student learning can continue to improve on a continuous basis. We conduct an item analysis and a comparative analysis

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		