



**P.S. 242 LEONARD P. STAVISKY EARLY CHILDHOOD  
SCHOOL**

**2010-11  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: P.S. 242 LEONARD P. STAVISKY EARLY CHILDHOOD  
SCHOOL**

**ADDRESS: 29-66 137 STREET**

**TELEPHONE: 718-445-2902**

**FAX: 718-939-7751**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342500010242      **SCHOOL NAME:** P.S. 242 Leonard P. Stavisky Early Childhood School

**SCHOOL ADDRESS:** 29-66 137 STREET, QUEENS, NY, 11354

**SCHOOL TELEPHONE:** 718-445-2902      **FAX:** 718-939-7751

**SCHOOL CONTACT PERSON:** PATRICIA COSTA      **EMAIL ADDRESS:** PCosta@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Vanessa Romano

**PRINCIPAL:** PATRICIA COSTA

**UFT CHAPTER LEADER:** Vanessa Romano

**PARENTS' ASSOCIATION PRESIDENT:** Cindy Yaller

**STUDENT REPRESENTATIVE:** N/A  
*(Required for high schools)*

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 25      **CHILDREN FIRST NETWORK (CFN):** CFN #207

**NETWORK LEADER:** PEGGY MILLER/Gary D. Goldenback

**SUPERINTENDENT:** DIANE KAY

**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
Patricia Costa	Principal	
Vanessa Romano	UFT Chapter Leader	Comments: approved
Amy Soler	Parent	Comments: approved at meeting 11.15.10
Robyn Brue	UFT member	Comments: approved at meeting 11/15/10
Joann Kelly	UFT Member	Comments: approved at meeting 11/15/10
Dawn Dorfmeister	UFT Member	Comments: approved at meeting 11/15/10
Kim McNamara	UFT Member	Comments: approved at meeting 11/15/10
Cindy Yaller	Parent	Comments: approved at meeting 11/15/10
Giselle DeCamps	Parent	Comments: approved at meeting 11/15/10
Kara Leone	Parent	Comments: approved at meeting 11/15/10
Rina Piscano	Parent	Comments: approved at meeting 11/15/10
Diane Chang	Parent	Comments: approved at meeting 11/15/10

\* 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.

Our hard working staff is dedicated to providing a safe, nurturing, and intellectually stimulating environment where every child, including English Language Learners, and students with special needs, will achieve high academic standards while developing a positive self image and good citizenship. Administration and teachers work together, and with parents, to implement highly effective, standards-based, balanced literacy, math, science, social studies, arts, and physical education instructional programs that maximize student engagement and learning. Our shared vision is to continuously grow together as a vibrant community of learners focused on student achievement. Our mission is to ensure that every child and adult in our community has the opportunity and the resources to do their best and to achieve high levels of personal and professional success. Our school is located in the Linden Hill section of Flushing and serves a population of 355 students in kindergarten through grade three. The school population draws from the entirety of District 25 and t Twenty four percent of our students receive extra support for learning English. Adding to our diversity, 16% of our students have Individualized Education Plans and receive expert academic and related services support during the school day. One class on every grade is an ICT class serving students with special needs together with general education students in an integrated setting. Our commitment to differentiated instruction supports students of all ability levels in every classroom. Intervention experts provide academic support and/or enrichment in school-day and after-school programs to meet the individual needs of every student so that each has the opportunity to achieve their personal best.

Young Audiences of New York to provide a rich arts curriculum where music, dance and visual artists work with students and teachers in ongoing classroom based residency programs. Monthly performances add richness and diversity to the curriculum. Our ten year collaboration with *Columbia University's Teachers College Reading and Writing Project* has created a strong reading and writing curriculum supported by expert on and off-site professional development for all teachers. All our teachers are continually learning and collaborating to provide the richest educational experience for all students. All are fully licensed and certified and most have more than five years of teaching experience and hold a Masters Degree or higher. Our commitment as a community of educators is to support all students and adults in developing the skills to think critically, to communicate effectively, and to become active, thoughtful, and successful citizens of the world.

## SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 242 Leonard P. Stavisky Early Childhood School								
<b>District:</b>	25	<b>DBN #:</b>	25Q242	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		TBD	TBD	TBD		
Kindergarten	100	119	115						
Grade 1	114	88	101	<b>Student Stability - % of Enrollment:</b>					
Grade 2	89	95	80	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	69	79	78		95.8	97.26	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		42.6	41.6	59.3		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	1	TBD		
Grade 12	0	0	0						
Ungraded	1	0	0	<b>Recent Immigrants - Total Number:</b>					
Total	373	381	374	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					1	2	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	4	10	10	Principal Suspensions	5	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	38	35	38	Superintendent Suspensions	1	0	TBD		
Number all others	7	4	12						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	3	9	10				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	38	50	70	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	3	15	Number of Teachers	33	37	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	5	TBD
				Number of Educational Paraprofessionals	3	4	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	72.7	75.7	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	60.6	62.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	92	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.9	100	TBD
Black or African American	5.1	4.5	3.7				
Hispanic or Latino	17.2	17.3	16.6				
Asian or Native Hawaiian/Other Pacific Isl.	66.2	67.5	69.8				
White	11.5	9.4	7				
Multi-racial							
<b>Male</b>	49.9	49.9	49.2				
<b>Female</b>	50.1	50.1	50.8				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:				Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√					
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-					
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>3</b>	<b>3</b>					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

(Include notable strengths as well as critical areas in need of improvement)

Analysis of the newly implemented Progress Report for Early Childhood Schools reveals that our school has performed better than 79% of early childhood schools citywide and has earned an overall A grade. The three areas measured to assign the overall grade include Student Performance, Student Progress , and School Environment.

Student performance measures are based on grade three students performance on the State ELA and Math Assessments in Spring of 2010. On the State ELA assessment 90.8% of our students performed at level 3 or above with 47% meeting grade level standards (level 3) and 44% exceeding grade level standards (level 4). 9% of students scored at level 2 (approaching standards). On the State Math assessment 90.8% of our students performed at level 3 or above with 36% meeting grade level standards (level 3) and 55% exceeding grade level standards (level 4). 8% of students scored at level 2 (approaching standards). No students performed at level one in ELA or Math.

Analyzing grade three data over the last three years reveals the percentage of students meeting and exceeding standards has risen steadily between 2006/07 through 2008/09 while in 2009/10 there was a drop from 96% performing at grade level or above in ELA in 2008/09 to 92% in 2009/10, and from 99% performing at grade level or above in Math in 2008/09 to 91% in 2009/10. This drop in scores citywide has been the result of the city and state-wide adoption of higher standards for achieving proficiency - not due to a drop in our students performance. We are encouraged by the fact that our students scores on the assessments have continued to rise each year with the mean scale score in ELA having risen as follows: 681 in 2007/08, 691 in 2008/09, and 696 in 2010/11. In Math our students mean scale score has also risen as follows: 711 in 2007/08, 716 in 2008/09, and 720 in 2010/11. The new more rigorous Common Core State Standards will drive and support our efforts for improvement at the school and classroom level for Math and ELA.

For the second area measured, Student Progress, a "beats the odds" progress measure is used for Early Childhood schools. This measure reveals that our students have made much greater than "expected" progress in English Language Arts with our students progressing at the top of the scale when compared to our "peer group" schools with similar demographics. For math our students progress has been better than expected when compared with schools in our peer group with our students progressing better than 58% of the schools in our peer group but this measure falls below

our progress measures in ELA indicating that progress in math is an area for growth for us in 2010/11.

Analysis of the new Common Core State Standards and the prototypes for the new State ELA and Math Assessments aligned with the CCSS reveal a greater emphasis on students understanding and producing informational texts, demonstrating critical thinking and inferencing skills, and writing for many purposes. These new more rigorous standards will be the foundation for our goals for 2010/2011.

For the third area measured, School Environment, scores are based on student attendance (5 points) and on the parent and teacher responses on the Learning Environment Survey completed each spring. Analysis of these results reveal an important area for growth for us especially in parent and staff satisfaction ratings of Academic Expectations and staff satisfaction ratings of Communication and Engagement.

Other data impacting our planning include the growing percentage of incoming students identified as Limited English Proficient based on home language survey which has increased by 30% per year for the last two years. We are investing in enhanced translation and interpretation services to address these families and students needs. To support our growing ELL population we have added a third ESL teacher to our staff. A focused push-in model and enhanced collaboration between classroom teachers, AIS and ESL teachers and service providers is being implemented to improve instructional coherence and student performance.

Analysis of our NYSESLAT data indicates steady growth across the grades for most ELLs with the most apparent weaknesses in writing and vocabulary. In 2007/2008 our Inquiry team focused on former ELL's with weakness in writing while refining the use of the TCRWP Narrative Continuum as a measure of growth in writing, resulting in school wide adoption. In 2008/2009 our ELL Inquiry Team implemented a program to support the development of oral and written language and vocabulary through the study of complex sentence structures and tier one, two and three words. The good results of this work were apparent in our students performance on the ELA and TCRWP assessments. As a result this work will be developed and implemented across grades one, two and three.

In addition to these data, Acuity predictive and instructionally targeted assessments in grade three during 2009/10 indicate comprehension and inference strategies as areas for instruction in reading which will be addressed through focused small group instruction. For Math, Acuity predictive and instructionally targeted assessments for 2009/10 indicate areas for instruction for our grade three students to be measurement and calculation.

Student performance in science monitored across the grades using end-of-unit assessments within our FOSS hands-on science program that focuses on the development of scientific concepts, skills and strategies indicates steady progress for most students. Student performance in social studies monitored across the grades using end-of-unit assessments in the Harcourt Brace curriculum indicates steady progress for most students. The formation of cross-grade curriculum teams since Spring 2009 to align content-area curriculum with standards, grade level benchmarks, and assessment measures and processes will continue and deepen this year as we align our work with the new Common Core State Standards.

Technology - Observation in classrooms reveals that while some staff members are comfortable and adept at using the available technology others are less able to do so. This year our school wide efforts will include pairing teachers and providing differentiated support in the effective and creative use of technology in all classrooms. The anticipated demands of the new state assessments in 2014 being administered online will inform and drive our efforts for improvement.

As per this needs assessment, our school wide focus this year will include: improving the rate of progress in math for all our students especially in grade three; enhancing our ability to serve the instructional needs of our English Language Learners through a focus on expressive and academic language, vocabulary development, and writing, especially the deepening of our use of the TCRWP narrative and informational writing continuum; the continued development of more explicit progress measures for student progress in each of the content areas; and a continued focus on building staff capacity in the effective use of data to improve student achievement, and a more continual and effective use of technology in all classrooms will drive our goal setting and action plans.

**SECTION V: ANNUAL SCHOOL GOALS**

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

<b>Annual Goal</b>	<b>Short Description</b>
<input type="checkbox"/> Our school-wide focus on developing and implementing highly effective differentiated writing instruction will result in all student's making at least one year's progress in writing between September 2010 and June 2011, and at least 95% of students meeting or exceeding grade level standards in writing, by June 2011, as per the new <i>Common Core State Standards</i> as measured by the new <i>TCRWP Narrative and Informational Writing Continuum</i> and the <i>State ELA Assessment for Grade Three</i> .	<input type="checkbox"/> All teachers will participate in offsite and onsite classroom based professional development <input type="checkbox"/> provided by Teachers College Reading and Writing Project staff developers and will work collaboratively to create and implement highly effective writing instruction to support students in meeting the new Common Core State standards.
<input type="checkbox"/> A school wide focus on raising the level of critical thinking and problem solving in math, including the pilot implementation of the <i>Investigations Math program</i> , the <i>Work Sampling System</i> , and the <i>ECAM Early Childhood Math assessment</i> , and cross grade collaborative inquiry in Math focused on students performing in the lowest third, will result in all students making at least one year's worth of progress in math and in 95% of grade three students meeting or exceeding grade level standards in math as per the new <i>Common Core State Standards</i> , as measured by the 2011 grade three State Math assessment.	<input type="checkbox"/> Cross grade study of math curriculum and instructional practices supported by professional development provided by our network math support specialist and <i>Investigations</i> and <i>WSS</i> specialists to build staff capacity to build higher level thinking skills and problem solving in math.
<input type="checkbox"/> 3. Ongoing differentiated professional development and hands on support for all staff in the use technology as a teaching, learning, and communication tool will result in students using technology as a tool for learning in the classroom during at least three teaching periods per day as measured and documented by class schedules, assessment checklists, evidence of student and teacher work, use of online data programs, web sites, and email, and as observed and documented through formal and	<input type="checkbox"/> Professional development and hands on support provided by our school based technology specialists and off-site professional development for all staff in the use technology as a teaching, learning, and communication tool with a specific focus on the creative and effective use of Smart Board Technology now installed in all classrooms.

informal classroom observation.	
<input type="checkbox"/> A school wide focus on developing academic language, vocabulary, and content knowledge in science and social studies will result in students' making at least one year's progress in performance in science and social studies between June 2010 and June 2011 as measured by quarterly FOSS Science and Houghten Mifflin Social Studies Curriculum assessments for grades K through three, and in 95% of Grade Three students meeting or exceeding grade level standards on the State ELA assesment.	<input type="checkbox"/> A school wide focus on deepening content area instruction and vocabulary development and aligning content curriculum more explicitly with the new Common Core State standards and curriculum benchmarks will result in improved assessment processes and data for measuring student progress in science and social studies between September 2010 and June 2011.
<input type="checkbox"/> 5. A school wide focus on improving communication and collaboration between parents, teachers, and administration will result in parent and teacher satisfaction ratings for Academic Expectations and Engagement increasing from average to above average and teacher satisfaction ratings for Communication increasing from below average to at least average on the Learning Environment Survey between Spring 2010 and Spring 2011.	<input type="checkbox"/> A school wide focus on strengthening the home-school connection and communication, especially for those families who speak English as a second language, through more consistent and effective use of translation and interpretation services, school messenger, technology, parent-child workshops and programs, ESL classes for adults, and expansion of Learning Leaders opportunities.



**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** English Language Arts and Math  
**(where relevant) :**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Our school-wide focus on developing and implementing highly effective differentiated writing instruction will result in all students making one year's progress in writing between September 2010 and June 2011, and at least 95% of students meeting or exceeding standards in writing, by June 2011, as per the new <i>Common Core State Standards</i> as measured by the new <i>TCRWP Narrative and Invention Continuum</i> and the <i>State ELA Assessment for Grade Three</i>.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Implementation of <i>Teacher College Reading and Writing Project Units of Study for Reading and Writing</i> and the <i>Words Their Way</i> Program in all classrooms with a focus on differentiated instruction for small groups and individuals based on strengths and needs. The program to further differentiate our phonics program has grown out of our 2009/2010 grade one inquiry resulting in grade one implementation of the new protocol in grade one and in at least one class on each grade in K, 2, and 3 this year. Conferencing, small group lessons, and Reading Recovery lessons will be implemented within the classroom. <i>Reading Recovery, Wilson Foundations, and Great Leaps</i> program will be implemented as pull out intervention for students at risk for not meeting standards in ELA and Math. (C4E) Our Math team has led us to pilot the <i>Investigations Math</i> program this year in two grade one and two grade two classrooms as a way to provide differentiated instruction in Math. The remaining classes will continue to implement Everyday Math. Comparison of the previous year's Math Inquiry. Conferencing and small group lessons including academic intervention will further differentiate math instruction in all classrooms. <b>Target Population:</b> All Students K-3. <b>Responsible Staff Members:</b> Administration, Classroom Teachers, AIEP Team, Inquiry Team, Service providers. <b>Timeline:</b> 9/10 – 6/11</p> <p>---</p>

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**  
*Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*

Twenty days of on-site classroom lab-site Professional Development by expert TCRWP staff developers and off-site TCRWP staff for administration, teacher leaders, and all teachers (OTPS: TL FSF) along with biweekly grade conferences led by content area Inquiry Team and AIS team members will drive our improvement. Additional on and off-site professional development in inquiry will be provided by our Network Support Specialists in ESL, Math and Special Education, in ECAM, Reading Recovery, full-time TL FSF GHH). Time in the schedule for lab-site study and grade-level and cross-grade collaboration and planning will be provided. Although we have had to return one of our two Reading Recovery trained teacher to the classroom, one full-time teacher (Title 1 ARRA SWP) will continue to work with grade one students. Our goal is to maximize our investment in Reading Recovery by providing time for both teachers to provide support and PD to classroom teachers through workshops and classroom inquiry (TL FSF GHH).

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**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

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**Instruments of Measure:** TCRWP Reading Assessments 9/15, 11/15, 3/15, 6/15; Interim Running Records, and conference demand writing pieces assessed using the TCRWP Narrative Writing Continuum; EveryDay Math and Investigations Math mid-year, and end-of-year Math assessments; NYS ELA assessment in Grade 3: 05/2011; Acuity Predictive Assessment in 1/11 and 3/11; EPAL in Grades 2 and 3: 05/2011; Computer Adapted Performance Series assessment to monitor progress in grades two and three. Reading Recovery Observation Survey for students at risk in grade one. **Projected Gains:** Students will meet benchmark levels on the grade specific components of the TCRWP Reading Assessment and the EveryDay Math and Investigations Math and beginning, mid-year, and end-of-year Math assessments indicating at least one year's growth. Grade three students will meet standards on the NYS ELA and Acuity Predictive Assessment. Students' on-demand writing pieces will show progress of at least two strands on the TCRWP Narrative Writing Continuum between September 2010 and June 2011.

**Subject Area (where relevant) :**

**Data Driven Instruction**

**Annual Goal**  
*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

A school wide focus on raising the level of critical thinking and problem solving in math, including the pilot implementation of the program, the Work Sampling System, and the ECAM Early Childhood Math assessment, and cross grade collaborative inquiry for students performing in the lowest third, will result in all students making at least one year's worth of progress in math and in inquiry.

	<p>students meeting or exceeding grade level standards in math as per the new <i>Common Core State Standards</i>, as measured on the three State Math assessment.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>All teachers will receive differentiated training and support in using online assessment data programs including the <i>Teacher and Writing Project Assessment Pro online Data program</i> and the <i>Acuity Assessment and Performance Series</i> online assessment programs to effectively to monitor and improve student progress. These along with classroom and school-wide math and content area assessments will allow every teacher to monitor individual student and class progress more effectively and to pinpoint specific areas of strength and need for individual students and small groups. Classroom, AIS, and ESL teachers will collaborate at least monthly with Inquiry and Curriculum teams to plan and provide differentiated instruction for individuals and small groups based on the data. Conference and Strategy and Guided Reading lessons will be implemented within and outside the classroom. <i>Reading Recovery, Wilson Key Leaps</i> programs will be implemented as pull-out intervention. Effectiveness of instructional strategies will be monitored by the Inquiry Team and revisions will be implemented as needed based on assessment data. <b>Target Population:</b> All Students K-3; <b>Responsible Staff:</b> Administration, Classroom Teachers, AIS and ESL Teams, Inquiry Team, Service providers. <b>Timeline:</b> Sept.2010 – June, 2011</p> <p>---</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>---</p> <p>Inquiry Team and cross grade curriculum teams will meet weekly to plan and implement strategies to build school-wide capacity as well to drive instruction and improve student progress. Per-session and per-diem funds (TL FSF) will provide time in the schedule for collaboration and differentiated training. Administration, data specialists, and Inquiry Team members will participate in on-site professional development with our Network Support Specialists to build capacity for action-based research and data use. The Inquiry Team will plan and provide training and support for teachers in using the technology and online programs and in developing the skills to make decisions based on formal and informal assessment data. Ongoing professional development by expert <i>TCRWP</i> staff development administration and all teachers (OTPS TL FSF) and biweekly grade conferences led by our Inquiry Team, and Curriculum teams will drive our improvement. On and off-site professional development in <i>TCRWP Pro, Acuity, ARIS, and Performance Series</i> will be in the schedule for grade-level and cross-grade collaboration and planning will build coherence and capacity. C4E funding supports an Academic Intervention/SETTS teacher. Title 1 ARRA SWP funds our Reading Recovery teacher who works with grade 1 students. An additional intervention teacher (Title 1 ARRA SWP) works with Grade 2, 3, and kindergarten teachers and students at risk.</p>

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

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TCRWP Narrative Writing Continuum; NYS ELA assessment in Grade 3: 04/10; *Acuity Predictive Assessment* Grade 3: 11/3/2010; *EPAL* Grades 2 and 3: 05/10; *Performance Series* assessment to monitor progress for students at risk. *Reading Fluency Survey* and *Running Records* for students at risk in grade 1. *EveryDay Math* Unit assessments and school-wide beginning of year Math assessments in grades K - 3. Projected Gains: Students will meet or exceed benchmark levels on the *TCRWP Reading Fluency* indicating at least one year's growth. Grade 3 students will meet or exceed standards on the *NYS ELA* and *Acuity Predictive Assessment* ELA and Math. Students' on-demand writing will show progress of two or more levels on the *TCRWP Narrative Writing Continuum* and 6/10. Students will meet or exceed benchmark levels indicating at least one year's growth on the end-of-year Math as

**Subject Area (where relevant) :**

---Technology

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**Annual Goal**  
*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

3. Ongoing differentiated professional development and hands on support for all staff in the use technology as a teaching, learning, and communication tool will result in students using technology as a tool for learning in the classroom during at least three teaching cycles as measured and documented by class schedules, assessment checklists, evidence of student and teacher work, use of online resources, sites, and email, and as observed and documented through formal and informal classroom observation.

**Action Plan**  
*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

All teachers will receive differentiated training and support in using technology as a teaching, learning, and communication tool. Support will be provided by the technology teacher, grade level technology leader, and data specialists. Technology grade leaders will meet at least monthly with other grade level technology leaders and data specialists to plan and provide individualized support for teachers within the classroom setting, at grade conferences, and after school professional development sessions. Training will include on-going Smartboard professional development, use of the Renzulli Enrichment Program, research and enrichment, Microsoft Outlook, Word, Excel, and PowerPoint programs, use of the Renzulli Enrichment Program, and use of the online assessment and data programs provided by our Technology teacher, grade level technology leaders, and data specialists.  
**Target Population:** All teachers and support staff **Responsible Staff members:** Administration, Technology teacher, Technology Leaders, Data Specialists, Classroom Teachers, Coaches, AIS and Inquiry Team, secretary and clerical and support staff

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**  
*Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*

Per-session and per-diem funds (TL FSF) will provide time in the schedule for collaboration and differentiated training. Ad Technology teachers and data specialists will participate in monthly off-site and on-site professional development with our specialists and CFN staff to build capacity for the use of technology as a teaching, learning, and communication tool. They will provide training and support for teachers and support staff in using technology and online programs effectively in the classroom, developing the skills necessary to incorporate technology effectively into lesson planning and instruction. Grade-level and will build coherence and capacity.

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**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

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TCRWP Narrative Writing Continuum; NYS ELA assessment in Grade 3: 04/11; *Acuity Predictive Assessment* in Grade 3: 3/2011; *EPAL* Grades 2 and 3: 5/11; *Performance Series* assessment to monitor progress for students at risk. *Reading Re Survey* and *Running Records* for students at risk in grade one. Projected Gains: a 50% increase in the use of technology by students as a teaching, learning, and communication tool as measured by evidence of student work, surveys, increased use of technology in instruction, and data programs and web sites, email use, formal and informal classroom observation. Students will meet or exceed standards on grade specific components of the *TCRWP Reading Assessment* indicating at least one year's growth. Grade three students will exceed standards on the *NYS ELA* and *Acuity Predictive Assessments* for ELA and Math. Students' on-demand writing pieces will show progress of two or more levels in at least two strands on the *TCRWP Narrative Writing Continuum* between 9/10 and 6/11. Students will exceed benchmark levels indicating at least one year's growth on the end-of-year Math assessment.

**Subject Area (where relevant) :**

**---Content Areas**

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**Annual Goal**  
*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

A school wide focus on developing academic language, vocabulary, and content knowledge in science and social studies with the goal of making at least one year's progress in performance in science and social studies between June 2010 and June 2011 as measured by FOSS Science and Houghten Mifflin Social Studies Curriculum assessments for grades K through three, and in 95% of Grade 3 students meeting or exceeding grade level standards on the State ELA assesement.

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>---</p> <p>Content area specialists and coaches will collaborate at least monthly with content specific grade leaders to align curriculum, grade level benchmarks, to design curriculum and instruction, and to develop and refine assessment strategies for each content area. Effectiveness of instructional and assessment strategies will be monitored by our Inquiry and AIS Team and revisions will be made as needed based on assessment data. <b>Target Population:</b> All teachers and students K-3; <b>Responsible Staff:</b> Administration, Teachers, Content Area Specialists. Coaches, AIS and Inquiry Team members, Service providers. <b>Timeline:</b> 9/10 – 6/11</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Per-session and per-diem funds (TL FSF) will provide time in the schedule for collaboration, research, study and planning. Content area specialists will participate in content specific professional development with Network Support Specialists, and TCRWP staff (TL FSF SWP) on and off-site. These staff will work with content area grade leaders to plan and provide professional development and leadership in refining and using content area benchmarks for ongoing assessment in the content areas. Grade-level and content area teams will build coherence and capacity. Inquiry Team and AIS Team will meet weekly to plan and implement strategies to build content area capacity using data well to drive instruction and improve student progress in the content areas. Administration, data specialists, and AIS team members will participate in monthly professional development with our SAF and Network Leader to build capacity for action research and data use. These staff will plan and provide training and support for teachers in developing the skills to make informed decisions based on formal and informal assessment data. Ongoing professional development by expert TCRWP staff developers for administration and teachers, and biweekly grade conferences led by our coaches, Inquiry Team, and AIS team members will drive our improvement.</p> <p>---</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>---</p> <p>TCRWP Narrative Writing Continuum; NYS ELA assessment in Grade 3: 04/09; <i>Acuity Predictive Assessment</i> Grade 3: 11/09; 3/2010; <i>EPAL</i> Grades 2 and 3: 05/10; <i>Performance Series</i> assessment to monitor progress for students at risk. <i>Reading Fluency Survey</i> and <i>Running Records</i> for students at risk in grade 1. <i>Every Day Math</i> Unit assessments and school-wide beginning of year Math assessments in grades K - 3. Projected Gains: Students will meet or exceed benchmark levels in all content areas on the <i>Assessment</i> indicating at least one year's growth. Grade 3 students will meet or exceed standards on the <i>NYS ELA and Assessment</i> for ELA and Math. Students' on-demand writing will show progress of two or more levels on the <i>TCRWP Narrative Writing Continuum</i> between 9/09 and 6/10. Students will meet or exceed benchmark levels indicating at least one year's growth on the <i>Math</i> assessment.</p>

**Subject Area**  
(where relevant) :

**---Parent Involvement**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 5. A school wide focus on improving communication and collaboration between parents, teachers, and administration will result in teacher satisfaction ratings for Academic Expectations and Engagement increasing from average to above average and teacher ratings for Communication increasing from below average to at least average on the Learning Environment Survey between Spring 2010 and Spring 2011.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> --- Administration and Parent Coordinator will meet monthly with and Grade Leaders, School Leadership Team, and PTA Executive Committee to develop and implement effective parent outreach strategies including the following: Grade level parent orientations, open house, Reading Partners Fridays, monthly classroom reading celebrations and publishing parties, biweekly parent workshops in Learning Environment Areas, guidance workshops to support positive discipline and study strategies, artist residency and performance projects, Family Week and cultural celebrations, etc. A special focus on reaching out to parents of English Language Learners will include home visits, enhanced interpretation and translation services on site and over the phone, translated posters, parent calendars, etc. Professional development will be offered to staff on building connections with families and in cultural appreciation. Our parent room will be upgraded to be more inviting and accessible to all parents. <b>Target Population:</b> All families and students. <b>Responsible Staff:</b> Parent Coordinator, Teachers, Coaches, AIS and Inquiry Team members, Service providers, support staff <b>Timeline:</b> 9/10-8/11</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> --- Per-session and per-diem funds (TL FSF) will be used to provide time in the schedule for collaboration and planning. Funding will be used to add a second ESL teacher preferably fluent in Chinese or Korean to the staff. Funding will be allocated to support parent interpreters, refreshments, materials, and advertising, etc. Funding will be allocated to support parent ESL classes and materials and upgrade the parent room.</p>

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*



TCRWP Narrative Writing Continuum; NYS ELA assessment in Grade 3: 04/10; *Acuity Predictive Assessment* Grade 3: 10/03/2009; *EPAL* Grades 2 and 3: 05/09; *EveryDay Math* Unit assessments and school-wide beginning, mid-, and end-of-year assessments in grades K - 3. End-of-Unit benchmarks for Science, Social Studies, Technology, Physical Education, and the Arts. Projected attendance at events will increase by at least 50% and parent satisfaction will increase at least 10% on the Learning Environment Survey. Students will meet or exceed benchmark levels in all content areas and demonstrate at least one year's growth in literacy.

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

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	9	9	N/A	N/A	3	3		
1	22	22	N/A	N/A	3	1		
2	21	21	N/A	N/A	1	1		
3	21	21	N/A	N/A	1	1		
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> Foundations Reading Intervention for students at risk in Kindergarten provided in small group and one-to-one during the school day, small group differentiated support during reading and writing workshop. Recovery Reading Program for the lowest performing 25% of grade one students provided one-to-one during the school day. Wilson reading program and Great Leaps for grade two and three students most at risk. In addition Grade one through three students at risk receive small group and one-to-one differentiated support during reading and writing workshop, daily tutorial period, extended day, and our once weekly after-school. ESL students receive two hours of support per week after-school.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Everyday Math intervention: All students at risk receive small group and one-to-one differentiated support during math workshop, daily tutorial period, extended day, and/or during our once weekly after-school program. Everyday math table and computer games are used to practice concepts and strategies taught</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/></p> <p>All students at risk receive small group and one-to-one differentiated support during science workshop</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/></p> <p>All students at risk receive small group and one-to-one differentiated support during social studies workshop.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> Guidance counselor visits classrooms to observe students to assist PPT team and teachers in developing individualized intervention plans when behavior is affecting academic achievement.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/>  School Psychologist visits classrooms to observe students at risk to assist PPT team and teachers in developing individualized intervention plans when behavior is affecting academic achievement.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/>  Social Worker visits classrooms to observe students at risk to assist PPT team and teachers in developing individualized intervention plans when behavior is affecting academic achievement.
<b>At-risk Health-related Services:</b>	At-risk health related services will be provided to students.

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

**K,1,2,3**

**Number of Students to be Served:**

**LEP 70**

**Non-LEP 0**

**Number of Teachers 7**

**Other Staff (Specify) One administrator**

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

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

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

Our Title III After school program provides small group and individualized instruction for seventy of our English Language Learners two days per week (Tuesday and Thursday) from 2:58 until 3:58 for our Kindergarten, grade one, two and three students. Our program focuses on oral language development and reading and writing in the content areas using the Rigby *On Our Way to English* program, the Mondo Oral Language program *Let's Talk About It*, Attanasio and Associates *Getting Ready for the NYSESLAT and Beyond*, and developmentally appropriate songs, chants and enrichment materials. Each teacher works with eight to ten students utilizing the workshop model in grade level and proficiency based groups. Our three ESL/Bilingual certified teachers push into into each classroom during the program co-teaching and providing individualized student and teacher support. Our ESL/bilingual certified teachers coordinate assessment and planning for instruction. Student progress is measured using *Teachers College Reading and Writing Project* assessments, teacher created oral language rubrica, and NYSESLAT scores. Title III After-school teachers confer with classroom teachers to gather data and information in order to design and provide individualized instruction that supports each student in being successful in the classroom setting.

#### **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.

Title III teachers meet for one hour monthly to plan and engage in professional development and planning to support best practices in teaching English as a Second Language. Our SSO network specialist for ESL works with all our ESL Title III and classroom teachers to provide classroom demonstrations and professional development based on our teachers' and students' needs. In addition, our Title III teachers participate in ongoing ICILSO off site professional development focused on the work of Lilly Wong Fillmore to support content area vocabulary instruction. Our teachers are now engaged in an inquiry using the strategies they are studying with LEP students. All teachers also participate in up to 25 days of *Teachers College Reading and Writing Project* onsite lab site professional development and three or more full day workshops at Teachers College focused on instruction for ELLs. Professional books being studied include *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom* by Pauline Gibbons and *Balancing Reading and Language Learning* by Mary Cappellini.

#### **Section III. Title III Budget**

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**School: PS242Q The Leonard P. Stavisky Early Childhood School**  
**BEDS Code: 342500010242**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	14,967	<input type="checkbox"/> Funding will provide two hours per session pay per week for seven teachers for twenty two weeks to provide afterschool instruction for the Title III participating students. hourly rate: 49.89 X 300 hours = \$14,967.00
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	<input type="checkbox"/> NA
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	33.00	<input type="checkbox"/> general supplies: chart pads
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> NA
<b>Travel</b>	0	<input type="checkbox"/> NA
<b>Other</b>	0	<input type="checkbox"/> NA
<b>TOTAL</b>	<b>33</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

Home Language Surveys indicate the home language for all students. This information is gathered and provided to administration, service providers, Parent Coordinator, support staff, administration, and all teachers. Great effort is made to provide all written notices, letters and calendars to parents in our four major languages besides English: Chinese, Korean, Spanish, and Urdu. We make use of the DOE's translation services and in house bilingual staff and parent volunteers to have letters and flyers translated.

Translators are present at all parent and family events through contracted vendors and in-house bilingual staff and parent volunteers. The DOE over-the-phone translation services are used extensively to facilitate communication at parent/teacher and administrator meetings and phone calls home.

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.

Posters in all major languages are posted at our two entrances and in the main office informing parents of their right to translation and interpretation services. Translated letters and interpreters are provided to parents at registration. ESL parent orientation meetings are provided in September in all languages for parents of students identified as ELLs upon entrance to our school based on the LAB-R. Letters are sent home informing parents of their right to translation and interpretation services. The ease and availability of over-the-phone translation is communicated to all parents. The phone number is prominently placed at all phones used to call out of the building and staff is required to make use of the services for all parents who need it when an interpreter is not present in the building.

## 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.

Home Language Surveys indicate the home language for all students. This information is gathered and provided to administration, service providers, Parent Coordinator, support staff, administration, and all teachers. Great effort is made to provide all written notices, letters and calendars to parents in our four major languages besides English: Chinese, Korean, Spanish, and Urdu. We make use of the DOE's translation services and in house bilingual staff and parent volunteers to have letters and flyers translated.

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

Translators are present at all parent and family events through contracted vendors and in-house bilingual staff and parent volunteers. The DOE over-the-phone translation services are used extensively to facilitate communication at parent/teacher and administrator meetings and phone calls home.

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>.

Posters in all major languages are posted at our two entrances and in the main office informing parents of their right to translation and interpretation services. Translated letters and interpreters are provided to parents at registration. ESL parent orientation meetings are provided in September in all languages for parents of students identified as ELLs upon entrance to our school based on the LAB R. Letters are sent home informing parents of their right to translation and interpretation services. The ease and availability of over-the-phone translation is communicated to all parents. The phone number is prominently placed at all phones used to call out of the building and staff is required to make use of the services for all parents who need it when an interpreter is not present in the building.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$0.00	\$181,561.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1834.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$0.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0.00	*	

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

100% HQT

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

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

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

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

**See Attached document**

**Title I Parent Involvement Policy and Parent-School Compact for PS 242Q**

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

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

**See Attached document**

**Title I Parent Involvement Policy and Parent-School Compact for PS 242Q**

**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.

As per schoolwide data, there continues to be, a percentage of students not meeting benchmark levels in the reading and writing assessments. This warrants a closer look at the factors that influence test performance and their implications for instruction. Our Inquiry and AIS teams are working together to discern the commonalities for students not making adequate progress with a specific focus on former, or possibly misidentified, ELLs and students with special needs. This work, as with all our planning, is always addressed with reflection, discussion and action, all of which we do on a regular basis to insure our school's continued success.

2. Schoolwide reform strategies that:

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

Foundations Reading Intervention for students at risk in Kindergarten provided in small group and one-to-one during the school day, small group differentiated support during reading and writing workshop. Reading Recovery Program for the lowest performing 25% of grade one students provided one-to-one during the school day. Wilson reading program and Great Leaps for grade two and three students most at risk. In addition Grade one through three students at risk receive small group and one-to-one differentiated support during reading and writing workshop, daily tutorial period, extended day, and our once weekly after-school. ESL students receive two hours of support per week after-school. Everyday Math intervention: All students at risk receive small group and one-to-one differentiated support during math workshop, daily tutorial period, extended day, and/or during our once weekly after-school program. Everyday math table and computer games are used to practice concepts and strategies taught.

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.

Mandated students attend the extended day program which increases the length of the school day and provides the opportunity for small group instruction based on specific needs. Additionally, students from grades one and two attend Project Read afterschool which is a weekly program designed to strengthen reading skills. Third grade students attend a Test prep afterschool program designed to improve reading and math skills in preparation for the New York State exams.

o Help provide an enriched and accelerated curriculum.

Third grade students not mandated are given the opportunity to attend a voluntary enrichment program. This program is designed to enrich the curriculum for accelerated students. Additionally, Inquiry and Curriculum teams are working on differentiating instruction for higher level students.

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.

All students at risk receive small group and one-to-one differentiated support throughout the school day. School Psychologist and Social Worker visits classrooms to observe students at risk to assist PPT team and teachers in developing individualized intervention plans when behavior is affecting academic achievement.

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

3. Instruction by highly qualified staff.

**Instruction is being provided by highly qualified teachers. One hundred percent of the teachers providing instruction are highly qualified.**

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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.

Twenty five days of on-site classroom lab-site Professional Development by expert TCRWP staff developers and off-site *TCRWP* monthly workshops for administration and all teachers along with biweekly grade conferences led by our literacy and math coaches, content grade leaders, and Inquiry Team and AIS team will drive our improvement. Additional off-site professional development in intervention strategies will be provided including Reading Recovery, Wilson, etc. Time in the schedule for lab-site study and grade-level and cross-grade collaboration and planning will build coherence and capacity. **C4E** funding has allowed us to add an additional AIS provider who focuses on students in grade two at risk of not meeting standards. Two full time Reading Recovery teachers work with grade one students and teachers. Two additional intervention teachers work with Grade two, three and kindergarten teachers and students at risk.

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

A hiring committee has been in place since the schools inception in 2001. This committee interviews and screens candidates to ensure the hiring of highly qualified teachers or staff members. Candidates are provided with information about the schools vision and philosophy to attract qualified individuals.

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

Administration and Parent Coordinator will meet monthly with Grade Leaders, School Leadership Team, and PTA Executive Board to develop and implement effective parent outreach strategies including the following: Grade level parent orientations, open houses, Parents as Reading Partners Fridays, monthly classroom reading celebrations and publishing parties, biweekly parent workshops in Literacy, Math, and the content Areas, guidance workshops to support positive discipline and study strategies, artist residency and performance programs, International Week and cultural celebrations, etc. A special focus on reaching out to parents of English Language Learners will include ESL classes for parents, enhanced interpretation and translation services on site and over the phone, translated posters, parent calendars, and flyers, etc. Professional development will be offered to staff on building connections with families and in cultural appreciation. Our parent room will be upgraded to be more inviting and accessible to all parents.

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

Incoming kindergarten students and their parents are provided with the opportunity to visit the school for an orientation program. The students visit the classroom and participate in activities designed to familiarize them with the routines of the classroom.

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.

Beginning Spring 2009 Curriculum Teams were formed to provide a forum for teachers to be part of the decision making process to help develop academic assessments. In September 2009 these groups were expanded to form Inquiry Teams to help improve the instructional programs to meet the needs of all 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.

All students at risk receive small group and one-to-one differentiated support during math workshop, daily tutorial period, extended day, and/or during our once weekly after-school program. Everyday math table and computer games are used to practice concepts and strategies taught. Foundations Reading Intervention for students at risk in Kindergarten provided in small group and one-to-one during the school day, small group differentiated support during reading and writing workshop. Recovery Reading Program for the lowest performing 25% of grade one students provided one-to-one during the school day. Wilson reading program and Great Leaps for grade two and three students most at risk. In addition Grade one through three students at risk receive small group and one-to-one differentiated support during reading and writing workshop, daily tutorial period, extended day, and our once weekly after-school. ESL students receive two hours of support per week after-school.

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

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

### **Explanation/Background:**

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

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

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

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

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

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

1. Use program resources to help participating children meet the State standards.
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 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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### **Part A:**

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
none
2. Please describe the services you are planning to provide to the STH population.  Our guidance counselor will reach out to the family to provide support. Our attendance teacher and bus coordinator will provide support with transportation to ensure good attendance. Breakfast and lunch and snack will be provided. With parent approval our social worker and guidance counselor will provide at risk counseling to students and work with parents to secure needed support services in the community. Our attendance teacher will reach out to the family worker at the temporary housing site to coordinate support. School fund money will be available to provide school supplies for students if needed.

### **Part B:**

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

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



# **CEP RELATED ATTACHMENTS**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 242 Leonard P. Stavisky Early Childhood School					
<b>District:</b>	25	<b>DBN:</b>	25Q242	<b>School</b>		342500010242

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	119	115	103				
Grade 1	88	101	101	<b>Student Stability - % of Enrollment:</b>			
Grade 2	95	80	86	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	79	78	64		95.8	97.3	95.8
Grade 4	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 6	0	0	0		42.6	59.3	61.8
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 9	0	0	0		0	1	1
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 12	0	0	0		1	2	1
Ungraded	0	0	0				
<b>Total</b>	<b>381</b>	<b>374</b>	<b>354</b>				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	10	8	Principal Suspensions	5	1	3
# in Collaborative Team Teaching (CTT) Classes	35	38	34	Superintendent Suspensions	1	0	0
Number all others	4	12	16				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	9	10	TBD	Number of Teachers	33	37	37
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	4
# receiving ESL services only	50	70	TBD				
# ELLs with IEPs	3	15	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
	3	4	5

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	100.0
				% more than 2 years teaching in this school	72.7	75.7	89.2
				% more than 5 years teaching anywhere	60.6	62.2	75.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	92.0	97.3
American Indian or Alaska Native	0.0	0.0	0.3	% core classes taught by "highly qualified" teachers	96.9	100.0	100.0
Black or African American	4.5	3.7	4.0				
Hispanic or Latino	17.3	16.6	18.4				
Asian or Native Hawaiian/Other Pacific	67.5	69.8	70.3				
White	9.4	7.0	5.4				
<b>Male</b>	49.9	49.2	49.7				
<b>Female</b>	50.1	50.8	50.3				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Diferentiated 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:		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
<b>All Students</b>	v	v					
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-					
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>3</b>	<b>3</b>					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR				
<b>Overall Score:</b>	55.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment: <i>(Comprises 15% of the</i>	7	Quality Statement 2: Plan and Set Goals					
School Performance: <i>(Comprises 25% of the</i>	20.2	Quality Statement 3: Align Instructional Strategy to Goals					
Student Progress: <i>(Comprises 60% of the</i>	23.3	Quality Statement 4: Align Capacity Building to Goals					
Additional Credit:	5.3	Quality Statement 5: Monitor and Revise					

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN #207</b>	District <b>25</b>	School Number <b>242</b>	School Name <b>Leonard P. Stavisky</b>
Principal <b>Patricia Costa</b>		Assistant Principal <b>Dr. Aurora Garcia-Tunon</b>	
Coach <b>n/a</b>		Coach <b>n/a</b>	
Teacher/Subject Area <b>Denise Foster/ESL Teacher</b>		Guidance Counselor <b>Jill Dyszel</b>	
Teacher/Subject Area <b>Jacklyn Yang/ESL Teacher</b>		Parent <b>Cindy Yaller/PTA President</b>	
Teacher/Subject Area <b>Hilda Kapeles/ Sp.Bil.Spec.Ed.</b>		Parent Coordinator <b>Marguerite Choudhry</b>	
Related Service Provider <b>Deborah Scarborough/AIS</b>		Other <b>Jenna Peppaceno/ESL Teacher</b>	
Network Leader <b>Peggy Miller</b>		Other <b>Niky Giovanakis/3<sup>rd</sup>Gr. Teacher</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>355</b>	Total Number of ELLs	<b>88</b>	ELLs as Share of Total Student Population (%)	<b>24.79%</b>
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## Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

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

## PART II: ELL Identification Process

### Question 1

The first step is to have all parents of incoming newly enrolled students complete the Home Language Identification Survey (HLIS). The next step is to give the student an informal oral interview/assessment in English. The responses on the HLIS form indicate whether the student is eligible to be formally tested. If the student is eligible to be tested, the LAB-R is administered within the first ten days of the school year. The persons responsible for conducting the initial, informal screening, administering the HLIS, and the LAB-R include three full-time ESL certified teachers and 1 Bilingual Teacher.

ELLs are evaluated annually using the NYSESLAT:

Step 1: Scores are accessed through nyStart in two grade bands K-1 and 2-4. Performance in Reading and Writing as well as Listening and Speaking are disaggregated. This data serves to inform instruction by revealing strengths and weaknesses of our ELLs in all modalities.

Step 2: The interactive NYSESLAT calculator available through CalcSoda.com is also utilized as another source of information on ELL performance. Percentages in the combined modalities of Listening and Speaking and Reading and Writing indicate growth within the same level of language proficiency.

Step 3: The RNMR report is an additional data tool used to review ELL performance and plan for more targeted instruction for our ELL population.

### Question 2

In the beginning of the year, a parent orientation session is held which describes in great detail all three program choices: Transitional Bilingual Education (TBE), Dual Language, and freestanding ESL. Translators are present to assist the parents. All parents or guardians of newly enrolled ELLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in their home language. Memos and follow-up phone calls are an integral part of the outreach process. Parents are informed two weeks before the parent orientation session to ensure full participation. At the actual workshop the parents are provided with a brochure in their home language which provides basic information about each instructional program available for ELLs in New York City. Parents view the DVD "Orientation Video for Parents of Newly Enrolled English Language Learners" in their native language. It has been our experience since the opening of the building in 2001 that all of these steps have enabled our school to have an outstanding turnout. Parent orientations are conducted on an as-needed basis throughout the school year.

Additionally, bilingual parent volunteers are recruited each year to provide translation support and to ensure that all parents understand all three program choices. This process and outreach plan makes sure that all parents make an informed choice.

### Question 3

The Entitlement Letters are distributed in English and in the home language of each family. The Parent Surveys and Program Selection Forms are distributed, completed, and returned the day of the parent orientation session. There is a thorough question and answer period conducted with the assistance of the bilingual parent volunteers. If parents are unable to attend they are contacted and invited to a subsequent parent orientation session. Parents are informed that if the Program Selection form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR-Part 154.

### Question 4

The regulations used to place identified ELLs in a bilingual or an ESL program is as follows:

- HLIS forms are collected and reviewed
- Based on the HLIS and informal oral interviews, the LAB-R is administered
- Based on the results of the LAB-R, Entitlement Letters are distributed in English and in their native languages.
- Parents are contacted in both English and their native language to attend a parent orientation session
- Parents select a program of their choice after confirming that they have received and understood all the information necessary to make an informed decision.

### Question 5

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is that parents are increasingly selecting the ESL program as their first choice.

So far for the 2010-2011 school year, 100% of the parents selected ESL as their first choice.

For the 2009-2010 school year, 100% of the parents selected ESL as their first choice.

For the 2008-2009 school year, 98% of the parents selected ESL as their first choice. The remaining 2% selected a Dual Language Program as their first choice.

**Question 6**

Currently, the only program model offered at P.S. 242 is English as a Second Language. This program is aligned with parent requests. Future plans include exploring the possibility of opening a Chinese Dual Language Program.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>			1											1
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	5	5	1	1										12
<b>Total</b>	5	5	2	1	0	0	0	0	0	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	88	<b>Newcomers (ELLs receiving service 0-3 years)</b>	68	<b>Special Education</b>	19
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	7	<b>Long-Term (completed 6 years)</b>	0

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		
<b>ELLs (0-3 years)</b>	<b>ELLs (4-6 years)</b>	<b>Long-Term ELLs (completed 6 years)</b>

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE			8							0
Dual Language										0
ESL	68		10	7		1				75
<b>Total</b>	<b>68</b>	<b>0</b>	<b>18</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>75</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL

	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	2	5	3										14
Chinese	30	22	2	4										58
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	2	2	1											5
Punjabi														0
Polish														0
Albanian														0
Other	3		1											4
<b>TOTAL</b>	<b>39</b>	<b>26</b>	<b>9</b>	<b>7</b>	<b>0</b>	<b>81</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

#### Programming and Scheduling Information

##### Question 1:

a. In our Freestanding ESL Program instruction is delivered using a combination Push-in/Pull-out model. The Push-in component services all ELL students in grades K, 1, 2 and 3. The co-teaching models used are team teaching and parallel teaching. The Pull –out component services only ELL students in grade 3.

In our TBE Program the bilingual special education population is serviced in a bilingual 12:1:1 setting. This program consists of one Spanish Bilingual self-contained Special Education class in grade 2.

b. Our ESL and our TBE programs feature students of heterogeneous (mixed) proficiency levels. All students are receiving ESL services in their appropriate grade levels.

##### Question 2:

a. In our TBE program model, our Special Education population receives the mandated minutes in a Bilingual 12:1:1 setting by a certified Special Education/Bilingual teacher. A Bilingual paraprofessional assists instruction in this Self-Contained class. In our ESL program, three full-time certified ESL teachers provide instruction in English as per the NYC Department of Education Language Allocation Policy Guidelines. In our TBE program, all beginner and intermediate ELL students receive 360 minutes of ESL instruction and 180 minutes of instruction in Native Language Arts as required under Commissioner’s Regulation (CR) Part 154 and in accordance with their Individualized Education Plans (IEP). The ESL component develops English language skills and assists each ELL student in attaining English language proficiency. The Native Language Arts (NLA) component develops listening, speaking, reading and writing skills in Spanish. Key elements in our TBE class environment include: well-equipped centers with computers, instructional technology (Smartboard) and materials that support Native Language Arts and English language literacy development, leveled classroom libraries in both Spanish and English, students’ work displayed in both languages, word walls defined by color, etc.

In our ESL program, ESL teachers collaboratively co-teach in a Push-In model. All ELLs receive instruction in English as per the NYC Department of Education Language Allocation Policy Guidelines. As per CR Part 154 Regulations, Beginner and Intermediate students receive 360 minutes of ESL instruction per week. Many of those students also receive more than the required mandated minutes. It is our opinion that this enrichment helps to accelerate the students’ English Language acquisition. Advanced students receive 180 minutes a week of ESL instruction. In addition to ESL instruction, Advanced ELLs receive 180 minutes per week of English Language Arts instruction from their classroom teacher. ESL and ELA instruction include literature and content-based instruction which is aligned with NYS Learning Standards in ESL and ELA and Common Core Standards. All classrooms in our push-in ESL program feature: print rich environments and students’ current work which is aligned with NYS ESL/ELA Learning Standards and Common Core Standards. They also make use of word walls, leveled classroom libraries, well equipped centers with instructional resources that support English language literacy development, instructional technology (Smartboard), etc. During the read aloud component, the following strategies are used: reading slowly with appropriate tone and gestures, using visual aids/realia and giving visual directions using gestures. ELLs read books at their independent level. Role-playing,

dramatization and hands-on activities further integrate ELLs into our Balanced Literacy program. Both of our programs feature the Teachers College (TC) Reading and Writing Project workshops. Since the school's inception, TC has proven to be an especially effective approach for maximizing ELLs' achievement in both reading and writing. This balanced literacy program provides for modeling and differentiating instruction (one-on-one conferencing and small group work) which addresses individual ELL student needs.

In the ESL program model, native language support is provided through the addition of Bilingual literature which is now accessible in every classroom library. Students who are literate in their native language are also provided with Bilingual dictionaries to assist them during instructional time. In our ESL program, we have several new students who have just arrived from China. Our full time Chinese speaking ESL teacher assists these students. She assesses the students' reading and writing skills in both English and Chinese in order to plan for effective literacy development. By ascertaining that the student is fluent and literate in his/her first language, the ESL teacher helps transfer literacy skills. Native language support provided by this teacher is strategically used to enrich comprehension and enable the Chinese speaking ELLs to succeed academically.

### Question 3

In our TBE program model, standards-based content area instruction-Mathematics, Science and Social Studies is taught in both Spanish and English using ESL strategies and instructional scaffolding techniques. As per LAP regulations there is a: 60%40% (Spanish to English ratio) for Beginners, 50%50% for Intermediates and 25%75% for Advanced students. As students' English proficiency improves, instruction in English increases and instruction in Spanish decreases. New concepts are presented in either English or Spanish depending on the student's particular English proficiency.

In our ESL program model, standards-based content area lessons are taught using the following types of instructional scaffolding techniques: Modeling-giving students a clear example of what is expected of them. Bridging-activating students' prior knowledge. Contextualization-bringing complex ideas closer to students' personal experiences.

In both our program models, content area instruction is aligned with NYS Learning Standards and Common Core Standards in core content areas. Both programs use a hands-on approach to learning. In Science, the students take part in experimental learning. They manipulate many different materials to make abstract concepts more comprehensible. They record their findings and discoveries in a personal journal. Students have the opportunity to express themselves through words and/or illustrations in English or in their native language. In Math, students use a variety of manipulatives (pattern blocks, counting bears, geoboards, etc) and math games which serves to enrich their language development. In addition, students can access the Everyday Math website to reinforce classroom instruction. In Social Studies, the use of enlarged illustrations and photographs, big books, songs, and explicitly tailored reading materials support and enrich language development. All of our ELLs are held to the same standards and expectations as all students.

### Question 4

a. P.S. 242's plan for Students with Interrupted Formal Education (SIFE) includes providing these students with extended instructional time, which is offered through our after school classes and/or one-to-one tutoring. Additionally, SIFEs who exhibit inadequate growth on academic assessments will receive small group instruction designed to help them achieve grade level proficiency.

b. P.S. 242's plan for newcomers is to provide them with a positive classroom environment. The warm and welcoming atmosphere we create allows for more rapid language development and interaction into our academic setting. We help newcomers adjust to the new school experience more easily by: familiarizing them with lunchtime, arrival/dismissal routines; labeling classroom objects, thereby teaching basic vocabulary; assigning ELLs classroom jobs (taking into account their level of proficiency); focusing on the positive, by creating frequent opportunities for success in the classroom; using gestures as often as possible and making sure the students know what the gestures mean. In addition, we facilitate the acquisition of the rhythm and sounds of English, by having the newcomers listen to and repeat songs and chants. All of the staff members at P.S. 242 exercise sensitivity and cultural awareness when interacting with newcomers. They work to build self confidence within the new students and celebrate all of their achievements, no matter how small they may be.

Academic intervention service providers instruct ELLs and former ELLs that are identified as not meeting grade level standards. These students are provided with a variety of intervention services such as: Reading Recovery, LLI, SETSS, and tutorial time. It is our goal to include newcomers in all instructional activities that take place in the classroom.

Now that NCLB requires ELA testing after one year, beginning in grade three, the newcomers in this grade are provided with an after school program focusing on ELA test taking strategies. This familiarizes the students with the format of the ELA and teaches them how to respond to different types of questions (multiple choice and short answer). These students are provided with ELL testing accommodations such as the use of Bilingual dictionaries, testing in a separate location, and extended time to complete the test.

c. Our plan for differentiating instruction for ELLs receiving service 4 to 6 years is to provide more opportunities for written and oral responses to literature and in the content areas. Reading skills and strategies will be another key area of focus. Teachers will work to improve students' comprehension, inferencing, fluency, and critical thinking skills. This subgroup will continue to be provided with Academic Intervention Services and have their instruction differentiated based on ongoing assessments. These students are invited to attend the Title III after school program, and those students in grade three are eligible to participate in the ELA Test Prep after school program.

d. Our plan for long term ELLs is to provide them with individualized, differentiated instruction, focusing on students' strengths, learning styles, and unique needs, in order to develop skills and independence. These students will have access to standard academic curriculum taught from a second language perspective. ESL teachers closely align their practices with the curriculum, providing for content reinforcement.

e. For ELL students identified as having special needs, IEPs are consulted to ensure that adequate modifications and services are being received. Modifications and adaptations are made to maximize students' potential for success. Some textbook and curriculum adaptations include: providing alternative books with similar concepts on a less demanding reading level, providing high interest reading material, giving directions in small steps, checking progress and providing frequent feedback, supplying extra motivation during the first few minutes of every assignment, etc. P.S. 242 provides Bilingual paraprofessionals for the students who need extended language support. All ELLs identified as having special needs will be instructed with ESL methodologies. In addition, the students' multiple modalities are taken into account when planning for differentiated instruction. ELLs with special needs receive Academic Intervention Services by an AIS teacher in areas of identified need. Such students are also eligible to attend our Title III after school program.

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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

NLA Usage/Support

TBE



**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?

**Programming and Scheduling Information**

**Question 5:**

Targeted intervention programs for ELLs in ELA, Math and other content areas are available for all of the above-mentioned ELL subgroups. Our Literacy, Math and other content area curriculum teams complete developmental checklists and materials that are created for all ELLs in order to provide targeted intervention in all of our ELL subgroups. Classroom teachers and ESL teachers, as well as other service providers, set clear goals and assess ELLs on an ongoing basis at all levels using multiple, fair and equitable measures. Assessment is conducted in

English or in the native language as appropriate. This information is used to: determine student academic progress, assess their level of English proficiency, and refine services to ELLs when reporting intervention outcomes. To further support the ELL students in grade three, the school provides them with an after school program focusing on ELA and Math test taking strategies.

Question 6:

Our plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT, calls for supporting language learning through the administration of authentic assessments based on multiple measures. Multiple measures include running records, writing rubrics and student work samples. When embedded in instruction, these measures will provide the classroom teachers with the appropriate information to plan purposeful instruction for these students. Classroom teachers will be encouraged to continue the use of scaffolding to support specific language needs (linguistic cues). In addition, teachers will be advised to monitor the language output of these students and promote independence through cooperative learning activities. Providing opportunities for these transitional students is crucial for the development of advanced fluency.

Question 7:

New programs or improvements for the upcoming school year include: continuing to explore the addition of a Chinese Dual Language program in our school - as a few parents have expressed interest in this program. Beginning with the 2010-2011 school year, we have hired an additional full-time certified ESL teacher. This allows for further refined, targeted individual and small group instruction. We have recently supplemented our ESL program with materials by Mondo, which focuses on expressive oral language; an area of great need for our youngest ELLs. Additionally, we have ordered many bilingual dictionaries in various languages to provide the students with more extensive Native Language support. We have also considered ordering vibrant picture dictionaries from Longman, which have superb CDs to accompany their engaging pictures. We will continue to order Native Language and Bilingual fiction and non-fiction literature for our classrooms and school library. The addition of a Chinese-speaking full time ESL teacher to our staff has shown to be a distinct improvement for Chinese-speaking students, their families and the school community. Finally, the implementation of Houghton Mifflin's Social Studies program is continuing to be used in all grades this year. This series provides extra support for ELLs and features a variety of technological supports such as an audio student's book with songs and unit videos.

Question 8:

There are no plans to discontinue any programs or services to ELLs at this time. On the contrary, we are always looking for new ways to expand and to acquire additional programs/services.

Question 9:

All our ELLs are afforded equal access to all school programs including residencies provided by Young Audiences. New for this year, our grade 3 students are participating in Tae Kwon Do instructional classes each week. In addition, both the ESL and TBE program models offer tutorial, extended day, and the Title III and grade three test-prep after school programs. Other services available to ELLs (if necessary) are Speech, Occupational Therapy, Physical Therapy, Counseling, Applied Physical Education, Hearing services, as well as the supplemental academic services such as AIS, Reading Recovery, LLI, and SETSS.

Question 10:

Each classroom has a very large, multicultural and diversified library of fiction and non-fiction books along with the most current books supported by the Teachers College Reading and Writing Project. We currently use the Words Their Way word study program, the FOSS Science program and the Houghton Mifflin Social Studies program. This year in Math, most classrooms continue to use the Everyday Math program. Some classrooms are piloting the Investigations Math program as well. Other supplemental ESL materials include Rigby's On Our Way to English program which focuses on all aspects of the balanced literacy approach.

This year every classroom in our school is now equipped with a Smartboard that promotes interactive learning. Additionally, each classroom has multiple desk top computers and laptops which make the following computer programs accessible to our ELLs:

1. Kidspiration – (Gr. K-3): Created for K-5 learners, Kidspiration,® develops thinking, literacy and numeracy skills using proven visual learning principles. In reading and writing, Kidspiration strengthens word recognition, vocabulary, comprehension and written expression.
2. Kid Pix – (Gr. K-1) - is a drawing program aimed at children.
3. 3d Froggy Phonics – (Gr.K) - 3D Froggy Phonics helps students learn the phonics skills they need to develop their early reading skills.
4. Millie's Math House – (Gr. K-1) - students build a foundation of fundamental math concepts and thinking skills.
5. Pixie Art Program – (Gr.K-3) - Pixie is educational software for elementary students combining a paint program with standards-based curriculum activities to build 21st century skills.
6. Sammy's Science House (Gr. K-1) - introduces and builds essential early science and thinking skills while engaging young students

with five fun-filled activities

7. Bailey's Book House (Gr. K-1) - now through nine playful activities, students learn about letter names and sounds, rhyming words, adjectives, how text relates to visual symbols, positional words, letter recognition, sentence building and much more. These activities help build language concepts and thinking skills students need to communicate and make sense of the world around them.
8. Thinkin'Things "Toony the Loon's Lagoon" – (Gr. K-1) - build listening skills and auditory memory as you create tunes with Toony Loon on the wacky xylophones. Can you repeat the pattern Toony plays?
9. Reader Rabbit – Learn to Read with Phonics (Gr. K-1) Preschool & Kindergarten. Two great Reader Rabbit programs teach preschoolers and kindergartners reading with phonics.
10. Sticky Bear – Kindergarten Activities – (Gr. K) - this dynamic program encourages children to discover the alphabet, numbers, shapes, and colors plus a wide range of preschool skills.
11. Everyday Math Games – (Gr. K-3) - many of the Everyday Mathematics games come with variations that allow players to progress from easy to more challenging versions. Concepts explored are money, multiplication, counting, adding, subtracting, matching games and many others.

#### Question 11:

In our TBE program, the Native Language Arts (NLA) component develops speaking, reading and writing skills in Spanish. This component provides access to appropriate Spanish materials which give ELLs opportunities for listening, reading, speaking and writing in Spanish. Literacy skills are reinforced through Native Language Arts (NLA) aligned with ELA standards. The value of learning to read first in the native language is recognized. Instructional strategies promote the transfer of literacy skills learned in the native language to aid the acquisition of literacy in English.

In our ESL program, we have several students who have just arrived from China. When necessary, an ESL teacher assesses the student's reading and writing skills in Chinese in order to plan for effective literacy development. By ascertaining that the student is fluent and literate in his/her first language, the ESL teacher helps transfer literacy skills. Native language supports are strategically used to enrich comprehension and enable ELLs to succeed academically. In addition, each classroom library has a collection of Bilingual literature in various languages. Bilingual dictionaries are also accessible to our ELLs who are literate in their first language.

#### Question 12:

The required services support our ELLs. Our school's resources correspond to their appropriate ages and grade levels. For example, Kindergarten students receive instruction in the development of expressive language, vocabulary, and phonics. They utilize center activities, songs, poems, chants and rhymes, in addition to shared reading/writing and interactive reading/writing.

Last year the K ELL Inquiry study was centered around developing students' oral language; specifically, to learn to use functional vocabulary and to speak in simple sentences. By June, 2010, all of the targeted ELL students were able to speak in social and academic settings as measured by a holistic oral language scoring rubric. These K ELLs all moved a full level with some features of the next level. These rubrics were used to assess oral language development during Choice Time Stations. This year Choice Time Stations (Reading Workshop-Story Centers) will continue to be used in all Kindergarten classrooms to foster oral language development through storytelling. The stations are based on the current units of study (Star books, Character study, etc) and include: show & tell, drama, blocks, mask making, painting a scene, and play dough. In addition, the Fountas and Pinnell assessments are used as supplements to the TC assessments. This further identifies and supports the Kindergarten ELLs who show areas of need.

Our first grade ELLs who require support services receive Reading Recovery and Literacy Intervention (LLI). Both programs enable our ELLs to attend to, learn about, and effectively use information about letters, sounds, and words. Last year the First Grade Inquiry was centered around differentiating the word study program to meet the needs of students in different spelling stages. This centers-based approach was extremely beneficial for the ELL students since they were able to work on activities and concepts that were appropriate for their level in spelling as well as English proficiency. They had the opportunity to work one-on-one with the teacher, with a partner and in small groups, to strengthen their knowledge of sounds, letters, and words. This aided in greater reading fluency by the end of the school year.

AIS service providers push-in to classes to work with our second and third grade ELLs. Similar to our ESL teachers, all service providers collaborate with the classroom teacher to provide differentiated instruction for our ELLs. Last year the Second Grade Inquiry was centered around Fluency. The teachers infused the daily curriculum with songs, chants and rhymes to increase the students' Fluency. This proved to be very beneficial to the ELL students. It provided extra opportunities for the students to hear the natural rhythm of the English language. At the end of the year, all students demonstrated growth and met all targeted goals. For the Third Grade ELL Inquiry, the ESL teacher worked with ELL students on content area vocabulary ("juicy words") using content area read alouds. Students made their own vocabulary flashcards and played vocabulary games with these flashcards. At the end of each cycle these students were given a teacher-made vocabulary

assessment. These students demonstrated tremendous growth which was evident in the scores of their assessments. This helped the students to move up 2 reading levels by the end of the school year - which met the goal of the inquiry.

Question 13:

P.S. 242 provides a wide variety of activities to assist newly enrolled ELLs before the beginning of the school year. At Pre-K registrations for incoming Ks, ESL teachers and key school personnel facilitate a smooth registration process. Translators are available to assist. Students are interviewed with their parents. ESL teachers make sure that the home language survey is completed accurately. In May, an Orientation Tea is scheduled where parents of newly enrolled students are formally introduced to all key school personnel. Our newest students have the opportunity to visit Kindergarten classes. Thus, before school begins parents and students have had a warm and informative introduction to our school.

Question 14:

This question does not apply to our school since it only spans grades K-3.

### 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)?

This does not apply to our school.

### D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

Question 1:

Our school has an extensive professional development plan for all ELL personnel. This includes participation in Teachers College calendar days that are focused on ELL students. Many of the workshops offered by the Office of English Language Learners are attended by administration and ESL personnel. Any workshops for ELLs given by our CFN#207 ELL network specialist are attended by classroom teachers whose classes have a high number of ELL students. In addition, content area teachers have attended CFN#207 ESL/Curriculum planning meetings.

This year, the ESL teachers and the classroom teachers on the ELL Inquiry Team will be working with our ELL network specialist. Like last year, our ELL network specialist will continue to follow up with new teachers of ELLs. This will offer extra support during her school visits. She will continue to provide all teachers of ELLs with many useful instructional and assessment tools which have been implemented by classroom teachers of ELLs with great success. One of her primary goals is to build an understanding among classroom teachers that all teachers are also language teachers. Given the fact that a high percentage of our students come from homes where English is not the first language, she encourages all classroom teachers to view themselves as second language teachers.

Our CFN#207 ELL network specialist has also provided our key faculty members with an educational session on the nature and contents of the Language Allocation Policy. The CFN#207 ELL network specialist, administration, and ESL personnel were given the opportunity to provide feedback and ask questions about our current LAP.

Finally, in-house ELL staff development takes place during ELL/Classroom teacher congruence and articulation and during grade conferences and faculty meetings.

**Question 2:**

As we are a K-3 school, most of our students have passed the NYSESLAT by Grade 3. Most of our students do articulate into their zone schools and do receive ELL services if they are mandated.

**Question 3:**

All teachers have had the minimum 7.5 hours of ELL training, as per Jose P. Training has occurred at both the school and regional level given by ESL teachers and ESL specialists. New teachers who have not met this requirement will be provided with the minimum 7.5 hours of ELL training by our CFN#207 ELL network specialist.

**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?

**Parental Involvement**

**Question 1:**

P.S 242 provides extensive parent involvement for all parents including parents of ELLs. At the beginning of the school year we had a “Meet the Teacher” meeting for all parents on all grade levels. Parents were also invited to a breakfast where they had an opportunity to meet with our faculty and classroom staff, including our Parent Coordinator, Aides and School Nurse. We held these particular Parent Meetings within the first two weeks of school. Each grade had their own day to meet with the teachers. These meetings were hosted first thing in the morning to accommodate those parents who had to go to work. All meetings had multiple translators to assist parents who did not speak English.

Immediately after the submission of the LAB-R tests, a workshop for parents of newly enrolled ELLs was scheduled and held. Memos were sent and phone calls, in both English and their home language, were made to personally invite them to this workshop. This workshop had an attendance of 96%. We have followed up with the 4% who were not present. These parents have met with the ESL teachers individually. Additionally, parent letters were sent home informing parents, in English and their home language, regarding their child’s current status. For example, if the child passed the LAB- R or the NYSESLAT, or if the student will be continuing in ESL/ Bilingual, etc. Parent workshops are scheduled for new parents on an as-needed basis.

An ARIS workshop is held to inform parents on how to use ARIS and how to access their child’s information in ARIS. Parents are given laptops to use and are assisted in getting email accounts if they do not have one in order to access ARIS. Translators are provided for the ELL parents who need them.

Parents as Learning Partners, is another program that is implemented in our school. Once a month parents are invited to come to their children’s classroom for an hour to be actively involved in their learning. This program is always followed by a workshop conducted by the Parent Coordinator on various topics of interest to the parents based on their requests and feedback. All parents are asked to visit their child's classroom, even if they speak languages other than English.

The school also has a Learning Leaders program, where parents go through a training. These Learning Leaders come in and assist the teachers in the classrooms with children who need extra support. Our ELLs have benefitted tremendously from this program. These added one-on-one interactions help to accelerate their English language acquisition. This program is very successful and has grown steadily over the years.

P.S. 242 has a very active PTA; meetings are held at least once a month and are well attended by parents, including ELL parents. Translators are provided at all PTA meetings to make sure that everyone in attendance understands and can fully participate in the meetings. In addition to these meetings, the PTA also has many special events for all families such as the Halloween Hop and Multicultural Night.

**Question 2:**

P.S. 242 does partner with other agencies and Community based Organizations such as the Public Library, TD Bank, local hospitals, financial groups, and the Fire Department, to provide workshops to ELL parents. Translators are available at all these workshops and meetings. P.S. 242 extensively uses the assistance of the Translation and Interpretation Unit provided by the DOE. Information on after school care for

places like the Boys Club, YMCA and PAL are given to the parents on a regular basis. New for the 2010-2011 school year, our school has implemented a phone messaging system. Important information will be sent via telephone to all parents in all languages. In addition our school now offers the CAPA afterschool program for students in grades K-3.

**Question 3:**

P.S 242 evaluates the needs of parents by sending them surveys asking them what kinds of workshops they are interested in attending and how they would like to be involved in the school, i.e. Learning Leaders, P.T.A etc. These surveys are sent out in all of the major home languages. Based on the feedback of these surveys the parents are invited to participate in the activities of the school. This feedback gives the Parent Coordinator an accurate idea of how to plan events for the school year. Events concerning technology and academic achievement have been particularly successful.

**Question 4:**

At P.S. 242 the Parent Coordinator addresses the needs of the parents on an individual basis. The parents are always made to feel welcome and comfortable at all activities in the school. Provisions are always made for the non-English speaking parents to be able to contribute and be a part of their child's education and all other school related extracurricular activities. Translators are always available to assist parents at all school functions.

## 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)	11	7												18
Intermediate(I)	11	16		1										28
Advanced (A)	15	3	7	6										31
Total	37	26	7	7	0	0	0	0	0	0	0	0	0	77

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1												
	I	10	3											
	A	11	11	1	1									
	P	10	15	13	2									
READING/ WRITING	B	12	1											
	I	16	3	2										
	A	2	6	6	1									
	P	3	19	6	2									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2	1		3

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

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

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

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

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

assessments. These assessments are administered periodically throughout the year. The data collected in September is used as a baseline assessment. This is what initially informs instruction. These students are assessed on concepts of print (K), letter ID (K), reading level (1st -3rd grade), sight word recognition (1st - 3rd grade), spelling stage (K-3rd grade), and narrative writing (K-3rd grade). Based on the results of these assessments, differentiated instruction can be established.

This information helps inform our school's instructional plan. By identifying students' areas of need, they can be placed into appropriate groups for explicit strategy instruction. Based on last years TC Assessments...

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INSERT quantitative data from TC to support the response from 2009-2010 (Sound ID (K) /Reading levels of last year's K-2.... compare Fall/Spring results...What percentage of ELLS are meeting the benchmark?– What does this tell us about our ELLS? What are the findings/insights?)

\*\*INSERT EL SOL and TC ASSESSMENTS\*\*

To supplement TC's running records, the Fountas and Pinnell running records are implemented on an as-needed basis to further gauge the student's reading levels, comprehension, and fluency.

Question 2:

Comparison of K to Grade 3 LAB-R Scores 2006-2010

		Beginner (B)	Intermediate (I)	Advanced (A)
Grade 3	12 Students	3 (25%)	1 (8.33%)	8 (66.66%)
Grade 2	26 Students	3 (11.54%)	4 (15.38%)	19 (73.08%)
Grade 1	32 Students	13 (40.63%)	6 (17.75%)	13 (40.63%)
Grade K	38 Students	11 (28.95%)	11 (28.95%)	16 (42.11%)

Our data patterns across proficiency levels on the LAB-R reveal the following:

- Number of students scoring at the Beginners (B) level - 30
- Number of students scoring at the Intermediate (I) level - 22
- Number of students scoring at the Advanced (A) level - 56

Our grade by grade analysis reveals that out of the 108 students that have been given the LAB-R:

- 51.85% Achieved Advanced level
- 20.37% Achieved Intermediate level
- 27.78% Achieved Beginner level

Our data patterns across proficiency levels on the NYSESLAT reveal the following:

- Number of students scoring at the Beginners (B) level in grades 1-3 Total . 8
- Number of students scoring at the Intermediate (I) level in grades 1-3 Total. 22
- Number of students scoring at the Advanced (A) level in grades 1-3 Total. 18

After examining students results in the four modalities (listening, speaking, reading, and writing) we noticed and discussed the following patterns:

- Students across grades demonstrated highest scores in the speaking component of the NYSESLAT.
- Students across grades demonstrated highest combined scores in the listening and speaking components of the NYSESLAT.
- Students across grades and proficiency levels found the reading and writing modality of the NYSESLAT to be the most challenging.
- 

Question 3: Instructional Decisions

Implications for Instruction in Listening and Speaking:

For those children who scored at the beginner and intermediate level in listening and speaking, there will be a greater emphasis on oral language and listening skills during instructional time. These students will take part in various listening and TPR (total physical response) activities. These activities will help them to develop the skills necessary to follow simple and multi-step directions, identify and discriminate between sounds, and improve their ability to focus and attend to various tasks. When asked a question, students will be expected to answer

using full sentences. The teacher will work with the children in small groups to develop the student's knowledge of sentence structure, verb tense, and proper pronunciation of words. The teacher will model these structures, giving the students many opportunities to practice these skills. Scaffolds will be provided until the students have a firm grasp on the concepts. In addition, the teacher will model and demonstrate how to have appropriate conversation. This will be practiced during reading workshop and "turn and talk" opportunities at various points throughout the day. Those students who achieved advanced proficiency or passed, will participate in all activities and will be partnered with students who need extra support. This will benefit all students.

#### Implications for Instruction in Reading:

For those students who scored at the beginner and intermediate level in reading and writing, there will be a greater emphasis on reading and writing skills during instructional time. The implementation of differentiated, small group instruction will be emphasized to meet the needs of each individual student. Students will be grouped by reading level when taking part in guided reading, focusing on strategies necessary to move up to the next level. Students will be assessed and grouped by need when working in strategy lesson groups. Read alouds and shared reading using big books will also be a major focus of instruction. This will help the students to access their prior knowledge, improve their comprehension and fluency and build upon their inferencing and critical thinking skills. Graphic organizers and story maps will be utilized to provide a visual representation of the structure and elements of a story. In addition, the students will receive a more multi-sensory approach to word study and vocabulary instruction. They will use word sorts, picture cards, and literacy games. They will study parts of words such as beginning and ending sounds, word families, digraphs and etc. Explicit strategies for comprehending new and unfamiliar Tier 2 words will be addressed through mentor texts as well. The students who achieved advanced proficiency or passed, will be partnered with students who need more support. These students will take part in all activities, but will be asked to do more challenging tasks as enrichment.

For the newcomer student in grade 3, who showed high needs based on the NYSESLAT results; additional strategies will be implemented to assist a smooth transition. She will receive native language support as the ESL teacher speaks her home language. In addition, she will be provided with bilingual literature appropriate to her grade level along with a bilingual dictionary.

#### Implications for Instruction in Writing:

In writing students will benefit from one on one conferencing and small group instruction. Students will focus on working through the writing process: planning, sketching, writing, revising, editing and publishing. In addition, the teacher will provide the students with opportunities to do shared writing and interactive writing which will give the students opportunities to explore concepts such as grammar and the mechanics of the English language. The teacher will utilize wordless picture books so that the students can create their own stories to match the pictures. The teacher will consistently model the elements of good writing and will demonstrate how to re-read stories to edit and revise using a writing checklist. Those students who achieved advanced proficiency or passed, will be given a writing partner who needs extra support. They can act as a peer tutor, further reinforcing their knowledge and skills. In addition, those students will be pulled together for strategy lessons that will incorporate more challenging tasks. They will be offered alternative paper choices and will be instructed on how to write stories that are more in depth; writing with greater details.

#### Question 4a- ESL NYSESLAT Modality Results:

Of the current 33 first graders who took the NYSESLAT in the Spring of 2010, 10 passed, 11 achieved advanced proficiency, 10 achieved intermediate proficiency, and 1 student scored at the beginner level of proficiency in the modalities of Listening and Speaking. These results will be used to inform instruction.

Of the current 33 first graders who took the NYSESLAT in the Spring of 2010, 3 passed, 2 achieved advanced proficiency, 16 achieved intermediate proficiency, and 12 students scored at the beginner level of proficiency in the modalities of Reading and Writing. These results will be used to inform instruction.

Out of all the ELL students tested in grades 2-3 for 2009-2010 school year, all students scored proficient in the modalities of Listening and Speaking with the exception of two students. One of these students was IEP exempt from ESL services and the other student was a new arrival to the country.

Out of all the ELL students tested in grades 2-3 for the 2009-2010 school year, 8 passed, 7 students scored advanced proficiency and 2 students scored intermediate in the modalities of Reading and Writing. Again, one of them was IEP exempt from ESL services and the other student was a new arrival to the country.

#### Question 4b.

Since our school has a very small ELL population in grade three (3 students in 2009-2010 school year/ 7 students in 2010-2011 school

year), ELL periodic assessments have only been infrequently administered. However, the school leadership and teachers have used the results of past Periodic Assessments to plan appropriate instruction/ enrichment or academic interventions. P.S. 242's current ESL teachers continue to work with classroom teachers of ELLs to provide differentiated instruction based on the ELL tests and assessments given. All teachers of ELLs are thus able to refine and tailor their lessons.

Question 4c.

Native language instruction is used to make content area more comprehensible. The importance of learning to read in their native languages is valued and used as a springboard to transfer literacy skills and to acquire literacy skills in English. For this reason, each classroom has bilingual literature accessible to the students. Our goal is to add to this collection each year to support the students' native language. Additional resources including bilingual dictionaries in various languages are utilized on an as-needed basis.

Question 5:

N/A

Question 6:

When comparing the results of the NYSESLAT from the 2008-2009 and the 2009-2010 school years, it is evident that our ESL program is meeting the needs of our ELLs.

In the 2009-2010 school year, the results for the current grade 1 students are as follows: 16 out of 32 students moved up at least 1 proficiency level (50%), 10 out of 32 students remained at the same proficiency level (31%), 6 students out of 32 tested out (19%) and only 6 out of 32 students slipped back a proficiency level (19%).

The results of the current grade 2 students are as follows: 25 out of 26 students moved up at least one proficiency level (96%), 1 student remained at the same level (4%), 11 students out of 26 tested out (42%). No students slipped back in proficiency levels.

The results of the current grade 3 students are as follows: 7 out of 12 students moved up at least one proficiency level (58%), 5 out of 12 students remained at the same proficiency level (42%), and 5 out of 12 students tested out (42%).

The results of the current grade 4 students who graduated from our school in June 2010, the results are as follows: 2 out of the 3 students tested out (66%) and 1 student remained at the same proficiency, but is IEP exempt from ESL services.

Last year, the students demonstrated a higher level of proficiency compared to the year before. For the current grade 2 students, there was an increase of 35% for students who moved up a proficiency level and an increase of 7% for students who tested out. For the current grade 3 students there was an increase of 23% for students who moved up a proficiency level and a 1% increase for students who tested out. For the current grade 4 students there was an increase of 41% for students who tested out.

Rigorous efforts to monitor adequate progress of all our ELLs throughout the grades are underway. Formative and summative assessments are utilized. This school-wide endeavor begins with TC Assessments in September for Kindergarten students. We are particularly focusing on developing expressive language in all our ELLs but most particularly our newly arrived students from China. These students have the added benefit of receiving native language support from our Chinese speaking staff members (1 ESL teacher and paraprofessional). Students from other countries who are new to our school are also encouraged to develop their expressive language abilities. It is an overall school trend that each year students are entering our school with a lower level of English level proficiency. For these reasons, each year there is an increase of students who continue to receive services in grades 2 and 3.

Our ESL program has been recognized by the Office of English Language Learners and the Council of Greater NY as a school with exemplary ESL practices. P.S. 242 is dedicated to providing every ELL with a standards-based, multi-cultural, academically rigorous program that is aligned to the core curriculum. All ELL community stakeholders-administrators, teachers, and parents as well as members of our extended school community will be called upon to implement the above- mentioned goals.

### Additional Information

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

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$0.00	\$181,561.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1834.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$0.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0.00	*	

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.  
 100% HQT

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

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

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

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

See Attached document

## **Title I Parent Involvement Policy and Parent-School Compact for PS 242Q**

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

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

See Attached document

## **Title I Parent Involvement Policy and Parent-School Compact for PS 242Q**

### **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.

As per schoolwide data, there continues to be, a percentage of students not meeting benchmark levels in the reading and writing assessments. This warrants a closer look at the factors that influence test performance and their implications for instruction. Our Inquiry and AIS teams are working together to discern the commonalities for students not making adequate progress with a specific focus on former, or possibly misidentified, ELLs and students with special needs. This work, as with all our planning, is always addressed with reflection, discussion and action, all of which we do on a regular basis to insure our school's continued success.

## 2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- Foundations Reading Intervention for students at risk in Kindergarten provided in small group and one-to-one during the school day, small group differentiated support during reading and writing workshop. Reading Recovery Program for the lowest performing 25% of grade one students provided one-to-one during the school day. Wilson reading program and Great Leaps for grade two and three students most at risk. In addition Grade one through three students at risk receive small group and one-to-one differentiated support during reading and writing workshop, daily tutorial period, extended day, and our once weekly after-school. ESL students receive two hours of support per week after-school. Everyday Math intervention: All students at risk receive small group and one-to-one differentiated support during math workshop, daily tutorial period, extended day, and/or during our once weekly after-school program. Everyday math table and computer games are used to practice concepts and strategies taught.
- 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.
    - Mandated students attend the extended day program which increases the length of the school day and provides the opportunity for small group instruction based on specific needs. Additionally, students from grades one and two attend Project Read afterschool which is a weekly program designed to strengthen reading skills. Third grade students attend a Test prep afterschool program designed to improve reading and math skills in preparation for the New York State exams.
  - o Help provide an enriched and accelerated curriculum.
    - Third grade students not mandated are given the opportunity to attend a voluntary enrichment program. This program is designed to enrich the curriculum for accelerated students. Additionally, Inquiry and Curriculum teams are working on differentiating instruction for higher level students.
  - 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.

All students at risk receive small group and one-to-one differentiated support throughout the school day. School Psychologist and Social Worker visits classrooms to observe students at risk to assist PPT team and teachers in developing individualized intervention plans when behavior is affecting academic achievement.

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

3. Instruction by highly qualified staff.

**Instruction is being provided by highly qualified teachers. One hundred percent of the teachers providing instruction are highly qualified.**

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.

Twenty five days of on-site classroom lab-site Professional Development by expert TCRWP staff developers and off-site TCRWP monthly workshops for administration and all teachers along with biweekly grade conferences led by our literacy and math coaches, content grade leaders, and Inquiry Team and AIS team will drive our improvement. Additional off-site professional development in intervention strategies will be provided including Reading Recovery, Wilson, etc. Time in the schedule for lab-site study and grade-level and cross-grade collaboration and planning will build coherence and capacity. C4E funding has allowed us to add an additional AIS provider who focuses on students in grade two at risk of not meeting standards. Two full time Reading Recovery teachers work with grade one students and teachers. Two additional intervention teachers work with Grade two, three and kindergarten teachers and students at risk.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - A hiring committee has been in place since the schools inception in 2001. This committee interviews and screens candidates to ensure the hiring of highly qualified teachers or staff members. Candidates are provided with information about the schools vision and philosophy to attract qualified individuals.
6. Strategies to increase parental involvement through means such as family literacy services.
  - Administration and Parent Coordinator will meet monthly with Grade Leaders, School Leadership Team, and PTA Executive Board to develop and implement effective parent outreach strategies including the following: Grade level parent orientations, open houses, Parents as Reading Partners Fridays, monthly classroom reading celebrations and publishing parties, biweekly parent workshops in Literacy, Math, and the content Areas, guidance workshops to support positive discipline and study strategies, artist residency and performance programs, International Week and cultural celebrations, etc. A special focus on reaching out to parents of English Language Learners will include ESL classes for parents, enhanced interpretation and translation services on site and over the phone, translated posters, parent calendars, and flyers, etc. Professional development will be offered to staff on building connections with families and in cultural appreciation. Our parent room will be upgraded to be more inviting and accessible to all parents.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
  - Incoming kindergarten students and their parents are provided with the opportunity to visit the school for an orientation program. The students visit the classroom and participate in activities designed to familiarize them with the routines of the classroom.
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.
  - Beginning Spring 2009 Curriculum Teams were formed to provide a forum for teachers to be part of the decision making process to help develop academic assessments. In September 2009 these groups were expanded to form Inquiry Teams to help improve the instructional programs to meet the needs of all 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.
  - All students at risk receive small group and one-to-one differentiated support during math workshop, daily tutorial period, extended day, and/or during our once weekly after-school program. Everyday math table and computer games are used to practice concepts and strategies taught. Foundations Reading Intervention for students at risk in Kindergarten provided in small group and one-to-one during the school day, small group differentiated support during reading and writing workshop. Recovery Reading Program for the lowest performing 25% of grade one students provided one-to-one during the school day. Wilson reading program and Great Leaps for grade two and three students most at

risk. In addition Grade one through three students at risk receive small group and one-to-one differentiated support during reading and writing workshop, daily tutorial period, extended day, and our once weekly after-school. ESL students receive two hours of support per week after-school.

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

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

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool.

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)		Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	Page #(s)
		Yes	No			
			N/A			
Title I, Part A (Basic)	Federal					
Title I, Part A (ARRA)	Federal	X		\$181,561		35-36
Title II, Part A	Federal					
Title III, Part A	Federal	X		\$15,000		28-30
Title IV	Federal					
IDEA	Federal					
Tax Levy	Local	X		\$2,565,623		

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

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

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

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