



**QUEENS COLLEGE SCHOOL FOR  
MATH, SCIENCE, AND TECHNOLOGY: PS/ IS 499**

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

**SCHOOL: (25 Q 499 )**

**ADDRESS: 148-20 REEVES AVENUE, FLUSHING NY 11367**

**TELEPHONE: 718-461-7462**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 499      **SCHOOL NAME:** Queens College School for Math,  
Science, Technology

**SCHOOL ADDRESS:** 148-20 Reeves Avenue, Flushing, New York 11367

**SCHOOL TELEPHONE:** 718-461-7462      **FAX:** 718-461-7244

**SCHOOL CONTACT PERSON:** Helene Jacob      **EMAIL ADDRESS:**  
HJACOB2@SCHOOLS.  
NYC.GOV

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Brian Nolan

**PRINCIPAL:** Helene Jacob

**UFT CHAPTER LEADER:** Diane Jellema

**PARENTS' ASSOCIATION PRESIDENT:** Nicholas Stebbene

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* -

**DISTRICT AND NETWORK INFORMATION**

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

**NETWORK LEADER:** Peggy Miller

**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
Helene Jacob	*Principal or Designee	Helene Jacob
Diane Jellema	*UFT Chapter Chairperson or Designee	Diane Jellema
Nicholas Stebenne	*PA/PTA President or Designated Co-President	Nicholas Stebenne
Wayne De La Roche	Title I Parent Representative <i>(suggested, for Title I schools)</i>	Wayne De La Roche
Nancy Carbone	DC 37 Representative, if applicable	Nancy Carbone
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carrie Ong-Flores	Member/Parent	Carrie Ong-Flores
Essa Leung	Member/Parent	Essa Leung
Alexandra Contreras	Member/Parent	Alexandra Contreras
Jennifer Nigro	Member/Teacher	Jennifer Nigro
Brian Nolan	Member/Teacher	Brian Nolan

\* Core (mandatory) SLT members.

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

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

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

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PS/IS 499 is a Pre K-8<sup>th</sup> grade lottery school serving students from all seven school districts in Queens with an ethnically and socio-economically diverse population. Our school has sustainable partnerships with large community-based institutions, Queens College and Lincoln Center Institute. QC faculty support the school's goals and vision by working with the administration, teachers, and students. As an LCI focus school, our mission is to infuse aesthetic education philosophies and methodologies across curricula. Students are involved in activities designed to study the works of art using the line of inquiry tool which scaffolds learning.

We believe that our positive achievement trends are due to the strength of our administrators, staff, and dedicated parents. We seek excellence in the potential of our faculty, and the success of our students. We want our children to grow holistically in an educationally sound and secure environment. Our student goals emphasize creating challenges that spark thinking skills and encourage independent learning. We strive to build a community of learners in a collaborative atmosphere rich with materials, resources, and research tools. (Our grade 8 graduates are accepted to a wide range of high schools, including the specialized high schools and audition-based programs.)

We use a balanced literacy approach to teach reading and writing based on the Principles of Learning. As a second year Teachers College Project School, staff developers support the teaching and learning of reading and writing with classroom teachers, teaching specialists, and administrators. The school follows the citywide curriculum in mathematics, meeting the NYS standards through the Everyday Math and Impact Math programs. Hands-on science instruction and the scientific method of inquiry is an integral part of the academic learning in grades K-8, culminating in a school science fair. We encourage collaboration between grade colleagues and support staff to raise student achievement levels and progress using data to monitor instructional implications and change.

Academic intervention support is provided to at-risk students with demonstrated need through a push-in/pull-out model. A SETSS program addresses the needs of mandated special education students. Two self-contained special education classes address the needs of learning disabled students. We collaborate with a District 75 school (PS 993) to run a successful special education inclusion program in our general education classes on a full time basis. Affiliation with Child Center of New York provides emotional and social support to at-risk students in our middle school grades.

Classrooms are equipped with computers to support technology-based learning including the use of SMART boards. Through a school-wide educational enrichment time (S.W.E.E.T.), students are afforded enrichment opportunities in dance, art, technology, publishing, team sports, mathematics, science, and theater.

The staff and parents have developed a strong partnership between home and school to support the academic progress of students. Opportunities are available for parents to attend academic workshops to help strengthen the meaningful home-school connection. A full time Parent Coordinator serves as a liaison for the school and parent community.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS) [See School Web site](#)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10	
				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>								

DEMOGRAPHICS							
Female							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>			<b>Secondary Level (✓)</b>			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

#### Key: AYP Status

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

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

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		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	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### Performance Trends:

The results of the most recent School Quality Review (spring 2010) and the 2009-2010 NYC DOE Progress Report data were analyzed to determine the school's performance trends. After careful analysis of the data, the following trends were noticed:

The recommendations made on our *Spring 2010 School Quality Review*, require:

- Schools "*have structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.*"
- Schools "*ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level.*"

(A plan is indicated in the CEP to address these recommendations)

The data from the School Environment Survey reveals that parents *strongly agree/agree* with:

- *I feel welcome in my child's school – 95%*
- *the education my child has received this year – 92%*
- *the school keeps me informed about my child's academic progress – 92%.*

The data from the School Environment Survey yields these concerns:

- Communication: A rating of 6.6 of 10 parents *strongly agree/agree* that *the school contacts me to tell about my child's achievements and successes.*
- Safety and Respect: Parents are concerned that *students threaten or bully other students* (a rating of 6.6 of 10).

(A plan is indicated in the Needs Assessment to address parent concerns.)

Student proficiency performance on the NYS **Math** assessment yielded a median proficiency score of 3.90, which is higher than two-thirds of our Peer Horizon. With a median growth percentile of 82.0, this is 82.6% from the lowest median growth percentile in our Peer Horizon (53.9) to the highest (87.9). Additionally, our Self-Contained Special Education students at proficiency in math made an exemplary gain of 19%. Among the student group at the 75<sup>th</sup> growth percentile or higher, the exemplary proficiency gains were made among the Lowest Third Citywide (58.7%) and Special Education students (58.3%).

Analysis of the NYS **ELA** assessment data reveals 66.2% of students meeting performance proficiency levels 3 and 4, with median student proficiency at 3.22. This is based on the new benchmarks for the State assessment,

which is raising the bar for student academic achievement. The data shows that levels 1 and 2 students performed “within or below target range” of the ELA Learning Standards – Information/Understanding, Literary Response and Expression, and Critical Analysis and Evaluation. The corresponding key performance indicators are:

- Identifying main idea and supporting details in informational text
- Understand written directions and procedures
- Recognize and use organizational features
- Define characteristics of different genres
- Evaluate the validity and accuracy of information.

Our students in the Lowest Third Citywide in ELA made an exemplary proficiency gain of 60.57. Our students’ exemplary proficiency gains in ELA and Math provided an additional credit of 5.5 to our student progress score.

### **Accomplishments:**

Our school celebrates many great accomplishments. Some revolve around flourishing partnerships with community-based organizations; from a coherent set of beliefs about how students learn best; or, around a “theory of action” which offers high quality differentiated professional development that actively engages and supports staff. All are spearheaded by school leaders and faculty that systematically monitors and evaluates school’s needs and makes organizational decisions promoting student achievement.

#### *Teachers College Reading and Writing Project*

PS/ IS 499 is in its second year as a Teachers College Reading and Writing Workshop Project School. This partnership continues to have a strong impact on the school’s vision, professional development, and student growth. TC staff developers work with teachers and administrators to implement a reading and writing curriculum rich in academic rigor and explicit teaching that addresses students’ individual learning needs. The staff is gaining a deeper understanding of TC methodology and is using student data to set purposeful learning goals and differentiate instruction. Staff members work collaboratively to unpack units of study and write curriculum that help students understand key concepts and meet benchmarks, which positively impacts instructional consistency.

#### *Queens College*

Our entire school community fosters a mutually beneficial partnership with Queens College. Professors from QC provide professional development to school pedagogues and implement research in our classrooms. PS/ IS 499 is actively involved in QC’s field placement and teacher certification process. The teachers at PS/ IS 499 supervise pre-service student teachers from the Queens College Teacher Education Program. Cooperating teachers guide and support aspiring teachers as they gain practical hands-on knowledge of instructional strategies, assessment practices, and classroom management skills that support student learning. This year we have begun collaboration with QCs ICE (Initial Clinical Learning Experience) program. ICE students observe middle school teachers and gain experience in core subject areas, i.e., math, science, and ELA. Cooperating teachers engage in thoughtful dialogue and reflection with aspiring teachers and grow as professionals, “*docendo discimus*” (we learn by teaching).

In addition, we take advantage of many of the facilities on the college campus. For example, MS students attend a college orientation, college level classes, while lectures are in session, meet college professors, and live the life of a typical college student for a day. Classes visit the Godwin-Ternbach Museum and attend performances at the Kupferberg Center or special events offered by QC, i.e., author visits, quest speakers, etc. All activities are aligned with the curriculum and provide an extension to units of study taught in the classrooms.

#### *Lincoln Center Institute Focus School*

Our on-going partnership with LCI has cultivated a school culture that promotes creative thinking and imaginary learning. Through Aesthetic Education experiences, students are able to synthesize complex information and connect art to the real world. Students study works of art using a line of inquiry that promotes: deep noticing, embodying, questioning, identifying patterns, making connections, exhibiting empathy, creating meaning, taking

action and reflecting/assessing. Teachers and LCI teaching artists collaborate to develop lessons, aligned with the NYC DOE Blueprint for Teaching and Learning in the Arts, which provide opportunities for students to investigate art, exercise imagination, construct meaning, and deepen expressive and critical capacity. In continuing to maintain the strong relationship between home and school, families have the opportunity to attend night time performances and participate in workshops lead by LCI teaching artists. Families are introduced to works of art using the same *LCI Capacities for Imaginative Learning* our students learn.

### *Growing as Professionals*

To ensure student academic success, our school community is committed to remaining life long learners and growing as professionals. Teachers benefit from fluid and effective professional development systems that help them reflect on their practice and develop consistent and improved instructional strategies. Working with the administration, teachers set two annual professional goals which cultivates pedagogical expertise, supports the school's instructional focus, and directly affects student learning outcomes. In collaboration with administrators, teachers set benchmarks and systems to monitor and reflect on progress. Differentiated professional development provides teachers with the supports they need to meet their personal goals and address the needs of our outliers. A majority of teachers participate in inquiry work which allows them to analyze student data and contemplate instructional successes and challenges to move their practice forward. Inquiry teacher teams are guided by a core inquiry team which facilitates understanding of the action research process among all teacher teams. The administration provides time for professional development periods, inter-visitations, and common planning time to support the inquiry process. In addition, the administration builds capacity by promoting teacher leaders who share their expertise and knowledge. Teacher leaders extend their learning and engage in thoughtful dialogue and reflection with other pedagogues. They pursue opportunities to grow professionally, as well as, establish and maintain collegial working relationships with other school staff members. These teacher leaders are approachable and willing to share their expertise with all members of the school community. These teachers attend professional development and turnkey what they have learned with the school community. They provide the administration with feedback that promotes organized professional learning opportunities for all staff members, which in turn improves teacher quality, student outcomes, and school-wide systems, which directly affect teacher and student growth.

### *School Web Portal*

Our newly revised school web portal provides timely information to our parents. Parents can access all the NYC DOE links, as well as, our personalized statistical information and our day to day happenings. Posted are Principal communication letters and monthly bulletins, our Curriculum Overviews for each grade/ subject, Monthly Curriculum Maps, the Parent Handbook, the Parent Involvement Plan, Home-School Compact, Student Behavior Contract, Bus Behavior Contract, Calendar listing special dates, etc. The "Word of the Week" (from the student planner) is also highlighted for continuous support of our work with good character development.

### **Strengths and Challenges:**

The parents of our students are very involved in all aspects of our school community. We have a high rate of parent participation in school-sponsored activities, i.e. Parent Orientation/Meet the Teacher Night, parent/teacher conferences, student performances, School Olympics, classroom academic celebrations, school sponsored fund raisers, etc. Furthermore, parents support us by contributing their valuable time in our classrooms, volunteering in the library, helping us put systems in place, as well as, providing financial support for various school ventures. One such notable support is their commitment to finance our Lincoln Center Institute Arts program.

Informal surveys conducted by the school, as well as, the results from the Learning Environment survey indicate that parents feel welcome at our school, know what the expectations are for their children, and are informed of their child's academic progress and needs. The 2009-2010 School Survey indicates a need to improve communication with parents about their child's achievements and successes and a parent concern about bullying in school. We have put structures in place for more effective academic communication (student progress reports will be sent home three times a year; and, parents will be invited to a minimum of two classroom celebrations). We have begun an anti-bullying campaign, which defines our school's zero tolerance for bullying and actively

addresses the issue of bullying (i.e. school anti-bullying assemblies, student team building through club/ talent/ enrichment activities, student generated events, services provided by Community Collaboration for Change (C 3 grant), guidance counselor intervention services, parent workshops, accountability for student actions, bus teams, etc).

A key ingredient to our students' academic successes is the excellent attendance maintained by our students. Last year the Student Council graphed each class' attendance monthly; the class with the highest monthly attendance received a certificate from the principal. Another ingredient to our success is the school spirit generated by our middle school student cabinet and ARISTA, including the opportunities for students to do community service.

Our challenge this year is to increase performance proficiency on the spring 2011 NYS ELA exam, which in turn will raise our median student proficiency in ELA. We have targeted the at-risk students (levels 1 and 2) for academic intervention services (push-in model, 37.5 minute program). Our teachers will be learning the Common Core State Standards, specifically in reading and writing informational texts, to raise the bar for student achievement. Working with Teachers College staff developers our teachers will become more knowledgeable about reading skills and strategies to support students' independence in their leveled books. The primary teachers will use the Foundations program to support those students struggling with phonics. Hands-on inquiry work and evidence based learning in science K-8 by three science specialists will support students with higher comprehension skills that can successfully be transferred cross curricula. Teachers model deeply noticing and higher order questions to enable students to connect prior knowledge and new learning. Students analyze and draw valid conclusions about content and concepts learned and are able to provide and articulate evidence.

Through PENCIL we partner with HAKS, an engineering construction firm to widen our students' experiences in math, science, and technology and expand their understanding of future careers. During Media/ Research periods middle school students learn to use technology and digital media strategically to study, research, and present new learning. This year the Cluster 2 Technology Integration Coordinator will work with our middle school teachers to infuse communication technology into the curriculum. Utilizing multiple forms of electronic and multimedia tools, students will learn to access, evaluate, interpret, and apply information.

Finally, a continuous challenge over the last three years is the decrease in our school's budget. Insufficient funding forced the administration to excess a literacy coach and downsize the library/media program to a .4 specialist position. As this is the last year of the Title I ARRA funds, we anticipate loss of staff and programs in the future.



## SECTION V: ANNUAL SCHOOL GOALS

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

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

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### **Curriculum and Instruction:**

By June 2011, the percentage of students in grades 3-8 at proficiency level 3 or 4, on the 2011 NYS ELA assessment, will increase from 66.2%(2010) to 69%(2011).

Our goal is to engage students in problem solving, critical thinking, and other activities that make subject matter meaningful. We believe targeting ELA instruction builds the base for academic achievement in all subject areas. Structured and cohesive systems will promote the implementation of a rigorous and standards-based curriculum, aligned with the Common Core State Standards, supporting academic growth. Teachers will plan and modify practice using interim assessments to accelerate student learning.

### **Professional Development:**

By June 2011, one hundred percent of fulltime teachers will participate in at least two professional development sessions, which fosters their professional growth and ultimately affects student achievement.

Teachers will receive differentiated professional development based on their individual needs as assessed by the administration, student data, and the teachers through self-reflection.

Professional learning opportunities will be purposeful and consistently aligned with schools goals and curricula, including exposure to the evolving State standards and a plan to address the impact these standards will have on adult learning needs. □

### **Home-School Connection:**

By June 2011, the percentage of parents who strongly agree/ agree that the school contacts them to tell them about their child's achievements and successes will increase from 73% (2010) to 75% (2011). □

In an effort to promote a collaboration that supports student learning within our school community, the school will employ uniformed systems, which foster and expand a home-school connection, emphasizing academic expectations and student achievement.

**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.*

**Curriculum and Instruction:**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the percentage of students in grades 3-8 at proficiency levels 3 or 4, on the 2011 NYS ELA assessment, will increase from 66.2%(2010) to 69%(2011).</p> <p>Our goal is to engage students in problem solving, critical thinking, and other activities that make subject matter meaningful. We believe targeting ELA instruction builds the base for academic achievement in all subject areas. Structured and cohesive systems will promote the implementation of a rigorous and standards-based curriculum, aligned with the Common Core State Standards, supporting academic growth. Teachers will plan and modify practice using interim assessments to accelerate student learning.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Literacy:</u></b> As a second year Teachers College Project School, we will build on the school’s literacy program. Grades K-8 will continue to implement the TC Readers and Writers Workshop model.</p> <ul style="list-style-type: none"> <li>▪ Using TC methodology and techniques, as well as the TC pacing calendar, teachers will design and deliver balanced literacy lessons which build student stamina and volume in reading and writing. The TC workshop model, including Accountable talk, will promote academic rigor in the core curriculum to improve listening and reading comprehension, as well as, writing skills.</li> <li>▪ The <i>year one</i> plan for introducing the Common Core State Standards will include a focus on opinion writing and a greater emphasis on comprehending informational text.</li> <li>▪ Teachers will differentiate instruction to enrich the proficient reader and writer, as well as, to provide academic intervention for the struggler using the TC workshop model. Teachers will use data from conference notes and a wide variety of assessment tools (TC Assessment Pro, ARIS, Acuity, TC Narrative Continuum, etc.) to address students’</li> </ul>

individual reading & writing needs and then form small groups for guided reading lessons, writing strategy lessons, conferences, etc. All students in grades K-8 will be assessed at least four times during the year (Sept., Nov., Mar., June), using TC Assessments. Teachers will monitor student progress, differentiate student learning goals and plan for next steps.

- Leveled libraries in every classroom will provide differentiated leveled texts to enable students to read independently using a school-wide standardized leveling system.
- Guided reading texts, housed in the library, will provide leveled texts for small group instruction.
- All classroom teachers of grades K-5 and grades 6-8 ELA teachers will teach writing using a workshop approach, including individual and/or table conferences and small group strategy lessons. Teachers will implement the writing initiative in all grades to include daily writing (time), student choice (topic), and studying author's craft (techniques).
- A school-wide record-keeping system will monitor student writing. All students in grades K-8 will be assessed in narrative writing at least four times during the year (Sept., Nov., Mar., June), using the Teachers College Narrative Continuum. Teachers will analyze the students' progress; develop short and long term goals, and plan next learning steps. Administration and teachers will use TC Pro to track and monitor progress.
- Students in grades K-2 will build vocabulary, phonics and spelling, through *Words Their Way* word study. Teachers will be able to measure students' use of strategies in figuring out new words during conferencing; use of new word choices and vocabulary in oral and written work; increased reading levels; and *Words Their Way* assessments.
- Students in grades 3-8 will build vocabulary through derivational word study, i.e. word meaning, word structures, word analysis, etc.
- Teachers will develop monthly curriculum maps for grades K-8 aligned with State standards. Rigorous habits and higher order thinking skills are emphasized in curricula and academic tasks, and are embedded in a coherent way across grades and subject areas.

**Math, Science & Technology:**

- Teachers will integrate technology across the curriculum allowing students to acquire, evaluate, and synthesize knowledge using electronic and multimedia tools. Students will access technology to research project based work; communicate in virtual literacy circles; produce multimedia

presentations; create pod cast; Skype, etc.

- Teachers will plan and adjust learning opportunities for students by expanding systems for monitoring and evaluating student progress using Everyday/ Impact Math, Acuity Math data, and NYS Math & Science test data.
- As a result of reviewing the fourth grade NYS Science exam item analysis, our lower grade science teachers will plan lessons that involve students in more hands-on scientific inquiry and performance. The 37.5 minute extended day program will support at-risk students.
- As a result of reviewing the eighth grade NYS Science exam item analysis, our middle school science teachers will plan lessons focusing on scientific inquiry by formulating explanations and conclusions, evaluating information, and clearly articulating understanding of concepts or ideas. The 37.5 minute extended day program will support at-risk students.
- The librarian will instruct middle school students in media & research to support academic core subjects.
- A Reso-A grant will enable us to open a state-of-the art computer lab. Classroom teachers and content specialists will use the computer lab to extend student's learning in the core subjects.

**Differentiated Professional Development:**

Using the Professional Teaching Standards, professional conversations with supervisors, professional development survey, classroom learning walks, and student assessment results, teacher/mentor feedback, and formal observations, supervisors will continually assess a teachers' expertise and needs throughout the school year. Teachers will participate in differentiated professional development based on individual needs. The PD will support curriculum writing and mapping, which include academic rigor and differentiated instruction, the TC Readers and Writers Workshop project, and utilizing data as an inquiry tool to promote student achievement. On site professional development will include one-on-one conversations with supervisors, TC mentor visits, Queens College professor visits, Lincoln Center Institute teaching artists visits, as well as, classroom lab site inter-visitations, grade conferences, staff meetings, etc. Off site professional development will include visits to Teachers College, Children's First Network sponsored workshops and visits to other schools to view model classrooms.

**Academic Intervention Services:**

Teachers will provide AIS based on formal and informal assessment results. Levels one and two students, as well as students not making one year of progress, will receive academic intervention services (through a push-in model with the AIS teacher and intervention plans used by the classroom teachers).

Teachers will involve and guide students in assessing their own learning using meta-cognitive skills to scaffold new learning and transfer new skills/ strategies to other disciplines. Teachers will work with students to develop SMART long and short term content area goals in order to meet appropriate benchmarks throughout the year. Differentiated instruction and supplementary materials will support and extend the ELA, math, science and social studies curriculum. Teachers will use guided reading/ writing, conferencing, *Foundations*, and *Words Their Way* to address the differentiated learning needs of students in ELA. In addition, classes will use software programs and academic web sites to improve students' reading comprehension, vocabulary and content knowledge. Teachers will assign *Acuity & Study Island* assessments to track student progress in ELA, math, and science. The K-3, 4-6, & 7-8 science teachers will provide hands-on inquiry-based learning allowing students to explore topics and themes in depth using individual learning styles. Special Education students in SETSS and self-contained classes will receive instruction in compliance with their IEPs. Special Education Teachers (self-contained classes and IEP teacher) will utilize Thinking Maps to enhance their instructional practices. Extended day 37 ½ minutes will provide small group instruction to a targeted mandated population. Students will receive AIS in groups no larger than ten students (5:1 for self-contained classes). Additional support for small group work will be provided by the student teachers and initial clinical experience QC students, under the supervision of the classroom teachers.

**Enrichment:**

The following activities enhance or extend learning opportunities for our students which influence academic achievement:

- Once a week, grades 3-8 participate in the following Talent/ Enrichment Period:

**Grades 6-8**

<i>Math Counts</i>	<i>Art</i>	<i>Latin Dance</i>	<i>Yearbook</i>
<i>Modern Dance</i>	<i>Stock Market</i>	<i>Yoga</i>	<i>Theatre</i>
<i>Publishing</i>			

**Grades 3-5**

<i>Reader's Theater</i>	<i>Strategic Math Games</i>	<i>Strategic Board Games</i>	<i>Creative Movement</i>
<i>Team Building Activities</i>	<i>Web Design</i>	<i>Book Making</i>	

- As a Lincoln Center Institute focus school, K-8 students will participate in aesthetic educational experiences that enhance critical, creative, and imaginative thinking across all subject areas. Teaching artist and classroom teachers will utilize the *LCI Capacities for Imaginative Learning* to

	<p>plan and implement LCI lessons.</p> <ul style="list-style-type: none"> <li>▪ A .4 F-status music teacher will provide music instruction in band and orchestra (grades 5-8) and recorder (grade 4).</li> <li>▪ PENCIL will continue to facilitate a Principal for a Day partnership with HAKS, an engineering construction firm. Through this collaboration, students in grades K-8 will participate in activities that make connections between math, science, and the real world, as well as career development.</li> <li>▪ Students will have the opportunity to apply and extend scholarship and civic responsibility as members of ARISTA, Student Council, and Middle School Student Cabinet.</li> </ul>																																								
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<table border="1"> <thead> <tr> <th><b>Literacy Program</b></th> <th><b>Funding Source</b></th> <th><b>Amount</b></th> <th><b>Timeline</b></th> </tr> </thead> <tbody> <tr> <td>Staffing</td> <td>Tax Levy</td> <td>\$1,890,985</td> <td>Sept-June</td> </tr> <tr> <td>Core Curriculum Materials</td> <td>NYSTL</td> <td>\$ 56,900</td> <td><u>Sept- June</u></td> </tr> <tr> <td>Instructional Materials</td> <td>TL NYSTL, Pre-K</td> <td>\$ 1,800</td> <td><u>Sept- June</u></td> </tr> <tr> <td>Inquiry Team</td> <td>TL CF</td> <td>\$ 7,144</td> <td><u>Sept- June</u></td> </tr> <tr> <td>Data Specialist</td> <td>TL</td> <td>\$ 2,518</td> <td><u>Sept- June</u></td> </tr> <tr> <td>Staffing – Science/Guidance</td> <td>Title I Part A - ARRA</td> <td>\$ 186,276</td> <td>Sept.-June</td> </tr> <tr> <td>Staffing – Science/Classroom</td> <td>Title II Part A</td> <td>\$ 93,917</td> <td>Sept-June</td> </tr> <tr> <td>TC Reading &amp; Writing Project</td> <td>Contract for Excellence</td> <td>\$ 24,458</td> <td>Sept-June</td> </tr> <tr> <td></td> <td>TL FSF</td> <td>1.142</td> <td>35 PD sessions@TC for K-8 teachers &amp; 19 Lab-site visits w/TC staff developers</td> </tr> </tbody> </table>	<b>Literacy Program</b>	<b>Funding Source</b>	<b>Amount</b>	<b>Timeline</b>	Staffing	Tax Levy	\$1,890,985	Sept-June	Core Curriculum Materials	NYSTL	\$ 56,900	<u>Sept- June</u>	Instructional Materials	TL NYSTL, Pre-K	\$ 1,800	<u>Sept- June</u>	Inquiry Team	TL CF	\$ 7,144	<u>Sept- June</u>	Data Specialist	TL	\$ 2,518	<u>Sept- June</u>	Staffing – Science/Guidance	Title I Part A - ARRA	\$ 186,276	Sept.-June	Staffing – Science/Classroom	Title II Part A	\$ 93,917	Sept-June	TC Reading & Writing Project	Contract for Excellence	\$ 24,458	Sept-June		TL FSF	1.142	35 PD sessions@TC for K-8 teachers & 19 Lab-site visits w/TC staff developers
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	<p>visits.</p> <ul style="list-style-type: none"> <li>▪ Documentation of attendance at off-site workshops.</li> <li>▪ Documentation of professional conversations with supervisors.</li> <li>▪ Teacher observations, formal and/or informal with written feedback.</li> <li>▪ Evidence from Learning Walks conducted using the Quality Review Classroom Visitation Tool.</li> </ul>
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## SECTION VI: ACTION PLAN

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### Professional Development:

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, one hundred percent of fulltime teachers will participate in at least two professional development sessions, which fosters their professional growth and ultimately affects student achievement.</p> <p>Teachers will receive differentiated professional development based on their individual needs as assessed by the administration, student data, and the teachers through self-reflection.</p> <p>Professional learning opportunities will be purposeful and consistently aligned with schools goals and curricula, including exposure to the evolving State standards and a plan to address the impact these standards will have on adult learning needs. □</p>
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**Action Plan**

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

Staff will participate in ongoing differentiated professional development which is aligned with the Common Core Standards and will address the following areas: best teaching practices, curriculum writing, using multiple forms of data to assess student learning, planning instruction and creating effective learning environments. Staff members will use the Professional Teaching Standards and the Continuum of Teaching Development to reflect on and self monitor professional growth. The differentiated professional development provided to staff members will support school-wide goals and initiatives that will foster academic rigor improving student progress. Our staff will receive the following differentiated professional development:

- Multiple professional conversations will be scheduled throughout the school year between administrators and faculty. The purpose of these conversations will be to survey staff development needs, review and monitor teaching practices, as well as, review teacher and student learning goals with the lens on improving instruction aligned with the Common Core State Standards.
- Teachers will participate in the Common Core Institute’s literacy and math professional development.
- Teachers and the administration will collaboratively review and analyze Teacher Data Initiative results and plan personalized professional development to best meet the needs of individual teachers.
- Administrators and teachers will continue to use Professional Teaching Standards to set professional goals. Teachers will use the Continuum of Teacher Development as a formative self-assessment. Administrators will use the teaching standards to evaluate teaching and learning observed during learning walks and formal observations.
- School leaders will monitor teachers as they develop comprehensive curriculum maps and pacing calendars that incorporate differentiated learning practices and result in positive student outcomes.
- The school will begin to adopt the rounds process to observe, analyze, discuss and understand instruction that is used to improve student learning. This will be supported by the Cabinet Team, Core Inquiry Team, and the Professional Development Team.
- The Cabinet Team will spearhead and monitor accountability. Lead by the principal, the Cabinet team will analyze student formative and summative data, School Survey, Progress Report, School Report Card, School Quality Review, etc. Findings will be used to track student progress, strategically adjust school practices and set school-wide goals (curriculum writing, use of extended day, professional development, enrichment programs, etc.).
- The Cabinet Team will use the School Quality Review rubric as an “*Observation Tool*” to reflect on school policy and practices. Adjustments and modifications, throughout the year, will address implications stemming from the observation tool findings. Professional development will be planned accordingly to meet teacher needs.
- The Cabinet team will collaborate with the *Core Inquiry Team* to inform teachers of students’ needs, by

trends and within key subgroups. The core inquiry team will assist teachers in forming grade goals for ELA, Math, Science and Social Studies. In order to meet the appropriate benchmarks throughout the year, teachers will use data from a wide variety of assessment tools, i.e., ARIS, Acuity, conference notes, unit checklists etc., to support students in developing short and long term goals.

- Eligible staff members will participate in alternative to observation; teachers will meet with administrators regularly to monitor and revise their goals.
- During formal and informal observations, administrators will provide professional development as per teacher need.
- Administrators and staff members will participate in TC study groups.
- Teachers and administrators will participate in professional development from Lincoln Center Institute (LCI) teaching artists to support our mission as a focus school in Aesthetic Education.
- One full-time visual arts teacher will attend off-site professional development throughout the school year to address differentiating instruction in the visual arts using data.
- Teachers and administrators will attend off-site professional development workshops and turnkey information in-house.
- Teachers will continue training in the use of various assessment tools (TC Assessment Pro, ARIS, Acuity, Narrative Continuum, etc.). In addition, teachers will receive support in evaluating data for planning next steps and sharing information with students and their parents.
- Special Education Teachers (self-contained classes and IEP teacher), the ESL Teacher, Science Teachers K-8 and Middle School English/Social Studies Teachers will continue to receive on-going support from the CFN Instructional Team Specialist.
- The Principal, Assistant Principal, and Teachers College (TC) staff developers will provide objective feedback on lessons; assist on lesson and curriculum planning, and host inter-visitations to classrooms.
- Professional development will be conducted on the utilization of TC assessments for reading and writing levels; building volume and stamina; guiding teachers in the collection and analysis of data and setting measurable goals for individual students, classes and grades.
- Teachers College will provide on/off site professional development for teachers and administrators, with a focus on differentiated literacy instruction (classroom lab sites, inter-visitations, study groups, etc.).
- A team of Teacher Leaders will support colleagues in core subjects to align instructional strategies with student needs.

	<ul style="list-style-type: none"> <li>▪ Grade conferences will be devoted to professional development.</li> <li>▪ PD for the middle school teachers will include the following: <ul style="list-style-type: none"> <li>⇒ STEM training for science</li> <li>⇒ History Project</li> <li>⇒ Common Core Institute for literacy and math</li> <li>⇒ Collaborations with the Queens College Faculty</li> </ul> </li> </ul>			
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Professional Development Activity</b></p> <p>TC Reading &amp; Writing Project</p> <p>Per Diem (Workshops) CFN 207</p>	<p><b>Funding Source</b></p> <p>Contracts for Excellence TL FSF</p> <p>TL FSF TL CF</p>	<p><b>Amount</b></p> <p>\$26,458 \$ 1, 142</p> <p>\$11,623 \$34,800</p>	<p><b>Timeline</b></p> <p><u>Sept- June</u> (35 PD sessions @ TC for grades K-8 &amp; 19 Lab-site visits w/ TC Staff developers)</p> <p><u>Sept- June-</u> Periodically Thru/o SY <u>Sept- June-</u> Periodically Thru/o SY</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><b>Initial Indicators 2010:</b> Administration will assess and survey teachers' professional development needs to differentiate support. A main calendar will track scheduled professional development.</p> <p><b>Mid-term:</b> The administration will monitor teacher feedback, and continue to reassess staff. After staff development sessions, faculty will complete evaluations of differentiated PD. Administration will assist PD staff from TC, QC, CFN, and LCI in the progression of differentiated instruction. TC staff developers and administration will support and monitor the implementation of the TC Readers and Writers workshop model. Administration and teachers will use the Revised School Quality Review Criteria Rubric to reflect on instructional practices and plan instruction.</p> <p><b>End-term:</b> Re-evaluation of the differentiated PD: Effective teacher use of TC Readers and Writers workshop model and engagement of students in content subjects resulting in academic achievement. Determination will be made using formative and summative assessments as to whether student benchmarks were met. Projected Gain: There will be an increase in the implementation of differentiated instruction to meet the standards as indicated by the professional continuum, alternatives to observations, formal observations and learning walks.</p>			

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### Home-School Connection:

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the percentage of parents who strongly agree/ agree that the school contacts them to tell them about their child’s achievements and successes will increase from 73% (2010) to 75% (2011). □</p> <p>In an effort to promote a collaboration that supports student learning within our school community, the school will employ uniformed systems, which foster and expand a home-school connection, emphasizing academic expectations and student achievement.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Our school will implement the following standardized systems to inform parents of their child’s academic progress.</p> <ul style="list-style-type: none"> <li>▪ Parents will have monthly opportunities to meet the Principal at morning meetings, e.g. “Coffee and Conversation” with the Principal.</li> <li>▪ Parents will receive: report cards, student progress reports, TC reading assessment results four times a year, as well as periodic correspondence from classroom teachers.</li> <li>▪ We will introduce and expose parents to the Common Core State Standards, the State Learning Standards, Scope and Sequence, and “Great Expectation” guides describing what each child should know by the end of each year.</li> <li>▪ A September Parent Curriculum Orientation will enable parents to meet the teachers, learn about their child’s curriculum, and learn about the funded programs we offer at 499.</li> <li>▪ The new student planner for grades 2-8 will assist student in organizational skills and serve as a daily means of communications between home and school.</li> <li>▪ The following workshops will assist parent with supporting some of their child’s academic needs: literacy and mathematics workshops; guidance and mental health; career development and high school articulation;</li> </ul>

	<p>ARIS Parent Link, etc.</p> <ul style="list-style-type: none"> <li>▪ Telephone translation School Messenger will inform all parents (whose home language is not English) of academic issues, school events, and meetings.</li> <li>▪ Written communication will include but not be limited to; Principal's bi-monthly letters to families; curriculum outlines for parent orientation; Monthly Curriculum Maps of core subjects; Home School Connection and Middle Years publications; letters for Fitness Gram Physical Education; newly revised Family Handbook; monthly calendars, Report to Parent forms; Everyday Math Study Links family letters; progress reports; flyers for PTA meetings.</li> <li>▪ Written notification for parent activities or workshops will be sent home to families, as well as a School Messenger call home.</li> <li>▪ SLT parent representatives will communicate to the parent body the school's vision for achieving student success.</li> <li>▪ Online communication through the school's newly designed web portal will include Principal's bi-monthly letter to families; monthly curriculum maps for each grade; school events and offerings. Individual teachers make available subject information on their own websites.</li> <li>▪ A social worker will conduct workshops for parents of Pre-K students. The social worker is also available to support specifications of families.</li> <li>▪ The guidance counselor will facilitate high school articulation workshops for parents and grades 7 and 8 students (Choosing the Right High School to Ensure Your Future).</li> <li>▪ The Community Collaboration for Change (C3) grant will provide an additional guidance counselor (two days per week) and a social worker (one day per week). Skills streaming groups will address students' social and emotional needs while keeping parents involved.</li> <li>▪ A .2 SAPIS worker will support the emotional and social need of students with parent support.</li> <li>▪ Parents will be invited to share in reading and writing celebrations in classrooms.</li> <li>▪ The Parent Coordinator will conduct workshops for parents in the use of ARIS Parent Link and Acuity to enable parents to understand and use the data systems and suggestions for students to use study resources at home, i.e. Study Island, an at-home math, reading, science, social studies support for grades 2-8.</li> <li>▪ By January 2011 parents will be informed in writing by the classroom teacher if their child is promotion-in-doubt and a teacher-parent conference will take place.</li> </ul>
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**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	7	6	N/A	N/A	2			
1	22	21	N/A	N/A	2			
2	12	12	N/A	N/A	2			
3	12	13	N/A	N/A				
4	23	12	5	12				2
5	16	11	7	8	3			
6	13	7	8	8	2		20	2
7	21	13	9	16			7	
8	22	12	12	10	3		13	
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>After careful analysis of summative and formative data as well as teacher feedback, students were identified to receive ELA academic intervention services using the following supports:</p> <ul style="list-style-type: none"> <li>• <b>Wilson Reading Program-</b> Reading program designed to help students in upper grades with encoding and decoding skills. Students meet in small groups based on their levels. Instruction is given to middle school Special Education students two/three days a week. (12:1)</li> <li>• <b>Foundations Reading Program-</b> Phonics based program used in early childhood grades during the Extended Day 37.5 minutes program and in self-contained classrooms for a minimum of three times per week.</li> <li>• <b>Tier I intervention-</b> The classroom teachers support students through differentiated instruction and modify the curriculum during the school day and during the AIS/Extended day program through small group instruction.</li> <li>• <b>Tier II intervention-</b> Provided by IEP/SETSS teacher push in/ pull out program offer additional support to at-risk students throughout the school day.</li> <li>• <b>Acuity-</b> Students have the opportunity to practice ELA skills and strategies tailored to their individualized needs during the AIS/Extended day program.</li> <li>• <b>TC Reading and Writing Workshops-</b> Teachers provide daily instruction that is differentiated to address students' needs based on the TC reading and word study assessments and the TC Narrative Writing Continuum.</li> <li>• <b>Teachers College Staff Developers-</b> Provide feedback/resources and model best practices to teachers to help support the reading and writing instruction in classrooms in cycles.</li> <li>• <b>Reduced Class Size Teacher-</b> Works with at-risk students in classrooms using a push in model working with small groups of students presenting skills and strategy lessons and guided reading.</li> <li>• <b>Study Island-</b> computer based program for students in grades 2-8 used in school during the AIS/Extended day program. The program is supported by parents as a home-school connection.</li> <li>• <b>Extended Day 37.5 Minutes-</b> This service provides academic support to struggling and at- risk students in ELA through differentiated instruction by the classroom teacher and out of classroom personnel, Monday through Thursday.</li> </ul>
<b>Mathematics:</b>	<p>After careful analysis of summative and formative data as well as teacher feedback, students were identified to receive Mathematics academic intervention services using the following supports:</p> <ul style="list-style-type: none"> <li>• <b>Everyday Math/Impact Math-</b> School math programs are infused with differentiated instruction; teachers group students based on levels, needs and ability during the school day and during the AIS/Extended day program four days per week.</li> <li>• <b>Acuity-</b> Students have the opportunity to practice math skills and strategies tailored to individualized needs during the AIS/Extended day program.</li> <li>• <b>Study Island -</b> Computer based program for students in grades 2-8 used in school during the AIS/Extended day</li> </ul>

	<p>program. The program is supported by parents as a home-school connection.</p> <ul style="list-style-type: none"> <li>• <b>Tier I-</b> Classroom teachers provide at-risk students with support during the AIS/Extended day program through small group instruction, four days per week.</li> <li>• <b>Tier II-</b> IEP/SETSS teacher provides push in/ pull out program to offer additional support and to provide service throughout the school day.</li> <li>• <b>Extended Day 37.5 minutes-</b> This service provides academic support to struggling and at-risk students in math through small group differentiated instruction by the classroom teacher and out of classroom personnel, Monday through Thursday. Supplemental materials are used to support this program.</li> </ul>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Most of our students are performing at or above grade level standards. We provide the students with science libraries within their classrooms which offer our students the ability to further develop their scientific reasoning and processing skills. After careful analysis of summative and formative data and teacher feedback, students were identified to receive science academic intervention services using the following supports:</p> <ul style="list-style-type: none"> <li>• <b>Science Teachers-</b> K-3, 4-6, and 7-8 teachers target students who need AIS services and provide small group instruction throughout the school day.</li> <li>• <b>Study Island-</b> Computer based program for students in grades 2-8 used in school during the AIS/Extended day. The program is supported at home by parents as a home-school connection.</li> <li>• <b>Extended Day 37.5 minutes-</b> The extended day program is used to differentiate and to extend literacy and science to meet the need of struggling students, four days per week.</li> </ul>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> Most of our students are performing at or above grade level standards within this content area. However, we provide the students with Social Studies libraries in their classrooms. After careful analysis of summative and formative data as well as teacher feedback, students were identified to receive Social Studies academic intervention services using the following supports:</p> <ul style="list-style-type: none"> <li>• <b>Classroom Teachers-</b> All classroom teachers in grades K-8 Social Studies ,will target students based upon their need and tailor instruction to reach all learners.</li> <li>• <b>Tier I-</b> Class room teacher provide at-risk students with support using trade books to support Social Studies and literacy during the AIS/Extended day program through small group instruction.</li> <li>• <b>Tier II-</b> IEP/SETSS teacher provides both push in/ pull out programs to offer additional support throughout the school day and to provide services.</li> <li>• <b>Extended Day 37. 5-</b> The AIS/Extended day program is used to differentiate and to extend literacy and Social Studies to meet the needs of struggling students, four days per week.</li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> The Guidance Counselor provides at-risk students with group counseling, individual counseling and progress monitoring on an, as needed basis. The Guidance Counselor conducts parent conferences and support groups. Our school is in the second year of a federal C3 grant for students and families in grades 6-8. The grant supports students' social-emotional development and leadership skills. The students work with the Guidance Counselor learning skills such as: organizing and study skills, goal setting, anger management, stress management, choices and consequences, decision making and practicing self-talk. The grant provides an additional guidance counselor who supports MS students in career development.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Our school Psychologist provides intervention services for students and families on as needed basis. This service will identify emotional, social, or neurological factors that impede student perform and provide prescriptive measures for additional students where services are required. The school Psychologist works with the Pupil Personnel Team to monitor students in need of academic intervention services. She consults with classroom teachers to promote and set-up modifications. She also meets with parents to provide a variety of options/ modifications they can use to support their child/children.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> The Social Worker works with the Pupil Personnel Team to monitor students in need of academic intervention services. She consults with parents to provide a variety of options on how they can support their child/children and their family. Recommendations to outside agencies are made, as needed. At part of the federal C3 grant, a part-time social worker meets with our students to support social/emotional and leadership skills.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> The 504 committee assesses and processes all medical requests; helps with modifications and accommodations for students. The occupational therapist, physical therapist and speech therapist will observe and/or work with students in a one to one or small group setting, on an as needed basis.

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

*NCLB/SED requirement for all schools*

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

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**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) Pre-K-8 \_\_\_\_\_ Number of Students to be Served: 9 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 1 Other Staff (Specify) \_\_\_\_\_

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

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

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

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The school's Language Allocation Policy was developed by the LAP committee made up of the principal, assistant principal, parent coordinator, ESL teacher and the guidance counselor after close review of the school's admission trends, demographics, and an analysis of testing data. The LAP ensures all Ells receive standardized and consistent high quality academic opportunities. All services are guided by the Part 154 Regulations.

The school is composed of 489 students from ethnically and socio-economically diverse backgrounds. The predominant languages represented school-wide are English, Spanish, and Chinese. The school has historically had a very small number of Ells, all speaking various languages. The program model at P.S. /I.S. 499 is a pull-out ESL program, in alignment with parent choice, test results, demographics, and city preference.

Upon registration, an interview is conducted with all new admits. Parents are given a HLIS form in their native language. If the OTELE code designation on the HLIS form is not English, parents are notified that the child will be administered the LAB-R. If the student is unable to pass the LAB-R, they are identified as an ELL and parents are notified their child will receive ESL push-in services at our school. A parent orientation meeting will be held explaining all the options available for students outside of our school and the parent decides what program will service their child. The results of the LAB-R and NYSESLAT determine whether students receive 180 or 360 minutes of ESL per week.

Currently, a fully certified ESL teacher serves 4 English language learners in regular education classes and 5 ELLs in self-contained special education classrooms. One student is in first grade (Spanish), one in first grade (Spanish), one in fourth grade (Spanish), one in fourth grade special education class (Spanish), three are in a fifth grade special education class (Spanish, Hindi, Chinese), one in sixth grade (Hindi) and one in eighth grade special education class (Spanish). At this time, there are no SIFE students. All our Ells have received all formal education in English and do not know how to read or write in their native language. Similarly, they all speak English and do not need verbal support in their native language. The table below illustrates a breakdown of our English language learner population:

ELL POPULATION								
Grade	#	# of ESL Periods	Gen. Ed.	Sp. Ed.	Gender	Newcomer/SIFE	Ethnic Code	HL Code
1st	1	I/ 360	1	---	1 M	---	1 Hispanic	SP
2nd	1	B/ 360	1	---	1 F	---	1 Hispanic	SP
4th	2	A/180	1	1	2 M	---	2 Hispanic	SP
5 <sup>th</sup>	3	I/ 360 A/180	---	3	3 M	---	2 Asian 1 Hispanic	CN HI SP
6th	1	A/ 180	1	---	1 M	---	1 Asian	UD
8th	1	B/360	---	1	1 M	---	1 Hispanic	SP
<b>Total</b>	<b>9</b>		<b>6</b>	<b>3</b>	<b>2 Females 7 Males</b>	<b>N/A</b>	<b>6 Hispanics 3 Asians</b>	<b>6 Spanish 1 Chinese 1 Hindi 1 Urdu</b>
Total # of X Coded Ells- 2 1 Self-Contained 4 <sup>th</sup> Gr 1 Self-Contained 5 <sup>th</sup> Gr					Total # of Long Term Ells- 0			

All Ells are held to rigorous academic standards and will receive the mandated number of hours in all subject areas including ESL instruction. Formal and informal assessments (i.e., Acuity, TC reading levels, state exams, etc.) will be used to develop and deliver content-area based lessons using ESL methodology and teaching strategies. Lessons will promote critical thinking, problem solving, and effective communication through oral and written language. Learning goals will be developed to address student needs in each subject area based on teacher and school analysis of assessment results. Articulation between the classroom teacher and the ESL teacher will ensure ESL students receive instruction aligned with the NYS learning standards in all academic core subjects. The ESL teacher and classroom teacher work together to focus on strengthening and expanding the speaking, listening, reading, and writing skills of all Ells. They collaborate to plan explicit lessons that teach content, specific skills and strategies that meet student needs based on formal and informal assessments. ESL strategies include TPR, whole language, small group and individual instruction, working with computers (graphic representation), pictorial and realia support, manipulative materials, and scaffolding to support new learning. Students who have passed the NYSESLAT are being closely monitored and supported and are given academic intervention services when necessary. Currently, four ELLs in special education self-contained classes received a level 1 (below grade level) on the ELA standardized state exam. Two ELL students scored level 2 (approaching grade level) on the ELA standardized state exam. One ELL student scored a level 3 (on grade level) on the NYS ELA exam. Three ELLs in a special education self contained class scored level 1 (below grade level) on the math state exam. Four ELLs received a level 2 (approaching grade level) on the state math exam.

Ells participate in readers and writers workshops with the direct assistance of the ESL teacher. Ells are taught to look for picture clues and sentence clues to find and support meaning of text, develop and use graphic organizers to organize ideas, and to talk to the text to monitor their comprehension. Ells are also explicitly taught writing strategies and skills that will help them improve their English as well as their writing techniques. The ESL teacher also teaches academic language that supports the acquisition of content-area concepts and ideas.

Instructional materials used are leveled libraries, word walls, big books, book of the month, math manipulative, Everyday Math, computers, i books, the internet, etc.

Most ELL students stay for the extended day program. At this time students are offered extra literacy instruction that focuses on improving comprehension skills and reading ability.

Ells are included in and participate in all after-school programs, special events, extra curricula activities, etc.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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All teachers participate in all in-house professional development and periodically attend city sponsored workshops. The assistant principal, who was a staff developer for bilingual and ESL teachers, provides staff development through observations and professional conversations to all teachers. The ESL teacher also meets with classroom teachers to discuss student needs and plan lessons. ESL professional development will be given to all teachers of Ells by the ESL teacher so as to support the instructional learning environment for all Ells. The ESL teacher will attend all applicable professional development workshops offered by the DOE. All pedagogues have completed Jose P training or coursework that meets Jose P requirements. The school will maintains proof of completed training hours.

**Section III. Title III Budget**

School: 25Q499 \_\_\_\_\_

BEDS Code: 342500011499 \_\_\_\_\_

<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	0	
<b>Purchased services</b> - High quality staff and curriculum development contracts.	0	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	0	
<b>Educational Software (Object Code 199)</b>	0	
<b>Travel</b>	0	
<b>Other</b>	0	
<b>TOTAL</b>	0	

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

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

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

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

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

Information on translation needs was gathered from the following:

- a. RHLA- ATS report showing the school's home language data gathered from the HLIS forms
- b. Blue Card- parents state language preference for home-school communication and information is put into ATS
- c. RAPL- ATS report showing the language preference of parents based on information from the Blue Cards
- d. Teacher Input

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

The school has 489 students. 78% of the students speak English only at home. 9% of the students speak Chinese, Mandarin, Cantonese or an unknown Chinese dialect at home. 6% of students speak Spanish at home. 7% of our student population speaks Arabic, Bengali, Hindi, Korean, Pashto, Filipino, Russian, Sinhalese, Telugu, Turkish or Urdu at home.

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

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

With the majority of our parents speaking English, communication with parents has not proven to be the challenge most NYC schools are faced with. Currently, 22% of parents in our school prefer a language other than English in either written or spoken form. Written communication is provided in three main languages: English, Chinese, and Spanish. All written translations are provided by a combination of staff members, parent volunteers, and DOE translation services. The school has developed a Family Guide informing parents of all school policies, practices, and happenings. The guide has been translated into several languages including Spanish, Chinese, and Urdu. During Parent/Teacher conferences, parents will have the opportunity to call the DOE Translation Hotline for on the spot translation.

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

Oral interpretation services are provided by school personnel, when needed. School Messenger is purchased to directly inform parents, by phone in three different languages, English, Spanish and Chinese, of any events happening in the school. DOE translation services will be available for Parent-Teacher Conferences.

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>.

The school will determine the primary language of a household using the HLIS, the blue card, and teacher feedback. The school will provide all family households with translated documents for centrally produced communications and student specific critical documents. Parents will be notified of their rights for language assistance with a copy of the Bill of Rights and Responsibilities in their primary language, if it is a covered language. The Administration, Parent Coordinator, classroom teacher and school personnel in the main office will ensure in-house interpretation and translation services are provided when required as per the Chancellor's Regulations A-663.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	0	\$188,462.00	\$188,462.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	\$ 1,884.00	1,884.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

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

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

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

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

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

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

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

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

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

### **Section I: School-wide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a School-wide 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.

Our school has developed a comprehensive needs assessment of the entire school based on results from the NYS exams. Please refer to Section IV: Needs Assessment for a further explanation.

2. School-wide reform strategies that:

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

Our school has an Academic Intervention Services (AIS) program that addresses the students performing in the lowest one-third of our school. Through small group instruction, one-to-one conferencing and strategy lessons, we are providing these students with opportunities to meet the State’s proficient and advanced levels. In the classrooms, teachers differentiate instruction and group students based upon abilities and learning styles in order to best serve individual student needs and enable students to reach their full potential.

- 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.

Students in the lowest one-third attend our Extended Day 37.5 minutes program to receive extra instruction in the areas of English Language Arts, Mathematics, and Science. We also offer before/after-school programs for both test preparation and enrichment.

- Help provide an enriched and accelerated curriculum.

Differentiated instruction in all subjects facilitates accelerated learning for advanced students. Using the Teachers College methodology and techniques, teachers design and deliver balanced literacy lessons that build student stamina and volume in reading and writing. The TC workshop model will promote academic rigor in the core curriculum to improve listening and reading comprehension as well as writing skills. Our curriculum is also enriched by our partnership with the Lincoln Center Institute. Through this partnership, Aesthetic Education is infused in the classroom. In collaboration with QC, the student teachers and student interns support the on-going work in classrooms, bringing new methodologies that are learned in the college setting. In addition, the author study visits and QC faculty research provides our students and staff members enrichment opportunities. The school's S.W.E.E.T. – School-wide Educational Enrichment Time – for the middle school students and grades 3-5 students have choices for enrichment activities throughout the school year.

- Meet the educational needs of historically underserved populations.

On the New York City Progress Report, our school received extra credit for closing the achievement gap and making exemplary proficiency gains in both ELA and Mathematics for Special Education students and students in the Lowest Third Citywide. Please refer to Section IV: Needs Assessments to view the percentage of gains by these groups.

- 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.

Our Academic Intervention Services (AIS) program addresses the needs of low academic achieving children through small group instruction, strategy lessons, and one-to-one conferencing. The Academic Services Team (AST) monitors the progress of these students regularly. Our school has formed numerous Inquiry Teams where teacher-led action research projects further teacher understanding of student needs, learning styles and accelerate learning across subject areas. Students identified as at-risk of not meeting the State academic content standards are monitored by the Pupil Personnel Team (PPT). These students receive Tier I and Tier II interventions which include At Risk SETSS, At Risk Counseling and At Risk Speech. Our guidance counselor mentors students and facilitates the high school decision making process for middle school students.

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

3. Instruction by highly qualified staff.

All teachers are full certified in their areas of expertise and continue to grow as professionals via professional development.

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.

It is one of our school goals to have 100% of full-time teachers participate in ongoing differentiated professional development which will address best teaching practices, curriculum writing, assessment of student learning, planning instruction and creating effective learning environments. For further information on types of professional development that will be offered to teachers, administrators, and paraprofessionals, please see Section VI: Action Plan, Professional Development.

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

N/A

6. Strategies to increase parental involvement through means such as family literacy services.  
One of our goals this year is that school administration and staff members will employ school-wide uniformed systems which promote and expand parent communication centered on academic student achievement. For further information on how our school will increase parental involvement please refer to Section VI: Action Plan, Parental Involvement.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Our school houses a Pre-Kindergarten class within the building. For these students, the transition to Kindergarten is relatively smooth. In the spring, the Pre-K students visit the Kindergarten classrooms and meet their new teacher for the upcoming school year. During the summer, our Kindergarten teachers write a letter to students, welcoming them to Kindergarten. At the start of the school year, Kindergarten has half-day sessions for the first few days of school. In addition, on the first day of school, parents are invited to join their children in the classroom for an activity. Our Pre-K and Kindergarten students participate in all school activities including the Lincoln Center Institute, art, physical education and library.

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.

The Cabinet Team will spearhead and monitor accountability. This Team will analyze student data and track student progress to strategically adjust school practices and set school-wide goals. The Cabinet Team will collaborate with the Core Inquiry Team to inform teachers of students' needs and trends within subgroups. Teacher Inquiry Teams will focus on a targeted population and examine instructional practices to raise student achievement. Grade conferences will be used to include teachers in decisions regarding the use of academic assessments. Teachers use ARIS, Acuity, Teachers College assessments and Everyday Mathematics and Impact Math assessments to monitor student information and improve student achievement.

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.

Teachers will differentiate instruction in reading and writing and in Everyday/Impact Mathematics, target other content areas and provide assistance based on formal and informal assessment results. Teachers will involve and guide students to assess their own learning and use meta-cognitive skills to scaffold and transfer new learning and strategies to other disciplines.

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.

Our school participates in the Respect for All Program. Our guidance counselor uses this program to handle issues such as bullying, violence, self-esteem, discrimination, etc. In addition, our school has received a C3 grant for students in grades 6-8. This grant supports students' social-emotional development and leadership development. Students work with the guidance counselor learning skills such as: organizing and study skills, goal setting, anger management, stress management, choices and consequences, decision making and practicing self-talk.

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

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal,</i>	Program Funds Are “Conceptually” <sup>1</sup>	Amount Contributed to	Check (✓) in the left column below to verify that the school has met the intent
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of

	State, or Local)	Consolidated in the School-wide Program (R)			School-wide Pool (Refer to Galaxy for FY'11 school allocation amounts)	and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal	-	-	-			
Title I, Part A (ARRA)	Federal	Yes			\$ 186,276	yes	Pages 18-22
Title II, Part A	Federal	Yes			93,917	yes	Pages 18-22
Title III, Part A	Federal	-	-	-			
Title IV	Federal	-	-	-			
IDEA	Federal	-	-	-			
Tax Levy	Local				\$1,890,985	yes	Pages 18-22

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – N/A**

**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.

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operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

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

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: FOR TITLE I SCHOOLS**

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

N/A

2. Please describe the services you are planning to provide to the STH population.  
If the situation were to change, we would use a portion of the 1% Parent Involvement funds to engage and support the family.

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

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

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

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

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

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





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**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	The Queens College School for Math, Science and Te					
<b>District:</b>	25	<b>DBN:</b>	25Q499	<b>School</b>	342500011499	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	31	18	18		96.8	97.0	97.1
Kindergarten	41	40	40				
Grade 1	48	48	52	<b>Student Stability - % of Enrollment:</b>			
Grade 2	53	48	50	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	55	52	50		99.3	99.8	98.9
Grade 4	51	58	55				
Grade 5	55	53	58	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	63	57	58	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	52	57	49		32.5	51.5	50.9
Grade 8	46	52	56				
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		1	2	2
Grade 12	0	0	0				
Ungraded	0	1	0	<b>Recent Immigrants - Total Number:</b>			
Total	495	484	486	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	22	20	Principal Suspensions	6	14	7
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	3
Number all others	14	14	18				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	28	32	30
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	4
# receiving ESL services only	8	9	TBD				
# ELLs with IEPs	4	6	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	3	2	3

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	90.6	100.0
				% more than 2 years teaching in this school	60.7	65.6	96.7
				% more than 5 years teaching anywhere	39.3	37.5	63.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	84.0	86.7
American Indian or Alaska Native	0.0	0.2	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	40.8	37.4	34.2				
Hispanic or Latino	18.0	16.1	16.7				
Asian or Native Hawaiian/Other Pacific	33.7	37.2	39.5				
White	6.5	6.8	8.0				
<b>Male</b>	49.3	50.4	49.8				
<b>Female</b>	50.7	49.6	50.2				

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</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>					P
<b>Overall Score:</b>	60.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	7.3	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	12.7	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	35						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.5						

<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)

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

### **School Parental Involvement Policy 2010-2011**

Our school strongly believes that teaching is a shared responsibility divided between the parents and the school, with the parents being a child's first and most important teacher. Decades of research tell us that parent involvement makes a big difference in students' academic success, self-esteem and general perspective on education, life and the world around them.

Our administrators, teachers, and staff are committed to working as partners with all families to enable our students to reach their fullest potential. It is only by valuing a productive home-school partnership and committing to a focused plan that we can best enable our school to achieve its commitment to students and their families. Our school encourages families to be teachers to their children at home, supporters of our school, and advocates for all children, and informed decision makers in school policies and practices.

Our school will facilitate and maintain a mutually respectful and trusting relationship with families by committing to:

#### 1. Encourage strong parental involvement:

- Welcome new families by providing school tours, parent orientations and periodic Coffee and Conversations with the Principal.
- Involve parents in planning, reviewing and improving Title 1 funded programs, including the implementation of the school's Title I Parent Involvement Policy and Home-School Compact.
- Support school-level committees that include the School Leadership Team, Parent Teacher Association, and Title I Parent Advisory Council. This includes providing technical support and professional development for the members on these committees.
- Schedule meetings, conferences and workshops at times convenient to parents, whenever possible.
- Maintain a Parent Coordinator to serve as a liaison between families and the school.
- Provide oral and written translations in major languages.
- Provide a translated Family Guide containing school policies and procedures.
- Communicate with parents using School Messenger translated in three languages, a Home-School Connection Newsletter, bi-monthly letters from the Principal, and an updated school website to keep parents informed of current school events and policies.
- Keep parents informed of available resources, new projects and activities.
- Involve parents in school improvement and safety projects.
- Encourage parents to volunteer.

#### 2. Provide families with information and opportunities that improve student academic achievement:

- Share and review with parents the school's rigorous curriculum, the NY State Learning Standards, Common Core State Standards, NYC Scope and Sequence Curriculum Guidelines, Great Expectations Guides, etc.
- Keep parents informed of student progress, academic programs and high expectations.
- Provide workshops and materials on the needs of students with disabilities, ESL students and students receiving academic intervention services, as well as information about our school's curriculum and academic expectations for these students.
- Provide parents with assistance navigating and understanding City, State and Federal guidelines and assessments.

- Communicate student learning goals to parents and emphasize the importance of having students monitor their own learning and develop critical thinking skills.
- Encourage parents to read and write with their children at home daily.
- Present school data to parents (i.e., Progress Report, School Report Card, Learning Environment Survey, School Quality Review, ARIS Home Link, Acuity, Teacher's College Reading Assessments, etc.) and facilitate the analysis of this data and its implications for student achievement.
- Prepare students and parents for the high school admission process by conducting workshops.

3. Nurture strong relationships between school staff and parents:

- Provide professional development to school staff to improve parent outreach, communication skills and cultural awareness.
- Invite parents to participate in class celebrations.
- Conduct joint academic activities for parents, teachers and children (i.e., inquiry-based Family Science Night, hands-on Family Math Night, etc.).
- Present parents and teachers with the opportunity to participate in our Lincoln Center Institute family nights.
- Recognize student achievement and academic excellence (i.e., Principal's Honor Roll, Student Council, ARISTA, etc.).

This School Parental Involvement Policy has been developed jointly with and agreed upon with parents of children participating in Title I, Part A programs, as evidenced by the PS/IS 499 Title I Home-School Compact. First adopted on October 26, 2009, this policy was revised by PS/IS 499 in October 2010 and will remain in effect for the current academic calendar year. The school will distribute copies of this revised policy to all parents of participating Title I, Part A children on or before January 1, 2011 (if approval is secured).

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## **HOME-SCHOOL COMPACT AGREEMENT 2010-2011**

A commitment and collaboration among parents, teachers, students and administrators is essential in helping our children reach high academic standards. As members of this partnership, we share an important responsibility in creating a productive and mutually supportive learning environment both at home and at school.

This Home-School Compact pledges the entire community of parents, educators and students at PS/IS 499 to work together to foster a high level of academic achievement, with particular focus on literacy and math. Each partner in this agreement is expected to exhibit good character by respecting other individuals and by modeling the principles of good behavior. The Home-School Compact Agreement is shared with parents in the fall and spring of the school year.

**Student's Pledge:** I will...

- show respect to all students and adults and take responsibility for my actions.
- follow all rules and regulations set by my school and teachers.
- respect school property.
- come to class prepared with notebooks, textbooks, pens and pencils and all necessary supplies.
- write down assignments, do my homework every day, and turn it in when it is due.

- work on my math, reading and other areas of study skills at home, using materials my teachers send home.
- show my parents/guardian what is in my folder each day and remind them to reply promptly to all notices.
- read on my own and with my family every day.
- set goals for me that help me be the best student I can be.
- have a plan for accomplishing these goals.
- let my teachers and family know if I need help.

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Student's Signature

Date

**Parent's/Guardian's Pledge:** I will...

- bring my child to school promptly, and pick him or her up on time.
- provide a suitable study environment at home.
- work with my child using math, literacy and other study materials that the school sends home.
- ensure that my child reads at least twenty minutes daily.
- read the contents of my child's folder daily and reply promptly to all notices.
- check homework and all assignments daily.
- create a partnership with my child's teachers.
- let the teachers know if my child has any problems with learning.
- attend parent-teacher conferences.
- participate in workshops offered by the school that can help me advance my child's education.
- volunteer in my child's classroom when appropriate and participate in school activities that contribute to student achievement.
- encourage my child to follow the school's Behavior Code and be mindful of the consequences of his or her actions.
- teach my child to be kind to others and respectful of people and property.
- keep the school informed of any changes in health status, family contact information, and significant home-related events that may affect my child's learning.
- actively help my child to fulfill the student pledge as outlined above.

---

Parent/Guardian's Signature

Date

**Teacher's Pledge:** I will...

- provide standards-based curriculum and instruction in a supportive and effective learning environment where individual needs are addressed.
- focus on the improvement of literacy during each lesson.
- monitor student progress in all subject areas and notify parents of student's accomplishments and difficulties in a timely fashion.
- make sure all students get help as soon as it is needed.
- explain my approach to teaching, expectations, and grading system to students and their families.
- make sure students understand their homework assignment and what they'll learn from it, and grade it promptly.
- create a partnership with every family in my class.
- inform parents regularly about curriculum and instruction.
- be available to meet with students and/or parents to help resolve difficulties that may arise.

- be mindful of my teaching practices and evaluate how they impact student learning.
- continue to develop as a professional so that my teaching practices support academic rigor and student growth.

---

Teacher's Signature

Date

**Administrator's Pledge:** I will...

- provide a safe, nurturing educational environment for all students.
- ensure that the needs of all students, parents and teachers are met.
- enforce rules of good conduct and administer disciplinary actions as necessary.
- provide opportunities for professional development for teachers so they can improve their teaching strategies.
- partner with parents and teachers by encouraging and supporting their commitment to help students work toward academic excellence.
- provide reasonable opportunities for parents to volunteer and participate in their child's classroom and school.
- inform parents regularly of events, changes in school policy and staffing and other administrative decisions that affect student education.
- meet with students and/or parents to resolve any difficulties that may arise.

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Principal's Signature

Date

**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>207</b>	District <b>25</b>	School Number <b>499</b>	School Name <b>PS/IS 499</b>
Principal <b>Helene Jacob</b>		Assistant Principal <b>Vivecca Lamourt</b>	
Coach		Coach	
Teacher/Subject Area <b>Jennifer Yonkers, ESL</b>		Guidance Counselor <b>Steven Adinolfi</b>	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>Lora Rowe</b>	
Related Service Provider		Other	
Network Leader <b>Peggy Miller</b>		Other	

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

### C. School Demographics

Total Number of Students in School	<b>489</b>	Total Number of ELLs	<b>9</b>	ELLs as Share of Total Student Population (%)	<b>1.84%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Upon registration, an interview is conducted with all new admits by a certified pedagogue. When necessary, translation is available for parents during this process. Parents are given a Home Language Information Survey (HLIS) form in their native language. If the Other Than English Language Exposure (OTELE) code designation on the HLIS form is not English and it is the student's first time in the New York City Department of Education School system, parents are notified their child will be administered the LAB-R within the first ten days of school. If a student is unable to pass the LAB-R examination, they are identified as an English Language Learner (ELL) and parents are notified immediately following the end of the testing period that their child is eligible for ELL services. At this time, the ESL teacher sends home a Program Selection Survey and Program Selection form. Additionally, parents are invited to attend a parent orientation. If the forementioned forms are not returned at or before the orientation meeting, outreach is conducted by the ESL teacher. Translators are used as needed.

Within ten days, a parent orientation meeting is conducted by the ESL teacher, parent coordinator and assistant principal. At this meeting, parents are informed of all the programs available to support ELL achievement for their children (Transitional Bilingual Education, Dual Language and Free Standing English as a Second Language). Meeting facilitators emphasize that all three programs offer language development and rigor in academics subjects while the amount of instructional time spent in English and the native or target language differ. After the parent orientation meeting, entitlement letters are distributed the next school day based upon responses to the Parent Surveys and Program Selection forms. ELL students are immediately placed in a Free Standing ESL program after the distribution of entitlement letters.

Based upon review of past Parent Surveys and Program Selection Forms, parent choice has traditionally been to reject Transitional Bilingual Education and Dual Language programs and instead participate in the Free Standing English as a Second Language program currently offered by our school to best meet the needs of our small ELL population. Parents apply to our school via a lottery often after research of the programs and services currently housed within the building.

## 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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>		1	1		2	3	1		1					9
<b>Total</b>	0	1	1	0	2	3	1	0	1	0	0	0	0	9

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

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 9
Total	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 9

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

**This Section for Dual Language Programs Only**

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

**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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

## 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		1	1		2	1			1					6
Chinese						1								1
Russian														0
Bengali														0
Urdu							1							1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</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.

Currently, our school utilizes a pull out ESL program to serve our relatively small ELL population. ELL students are heterogeneously (mixed proficiency levels) grouped based upon grade level. A fully certified ESL teacher serves 4 English Language Learners in regular education classes and 5 English Language Learners in self-contained Special Education classrooms. At this time, there are no SIFE students (Students with Interrupted Formal Education). All our ELLs have received their formal education in English and do not know how to read or write in their native languages. Similarly, they all speak English and do not need verbal support in their native languages.

All ELLs are held to rigorous academic standards and will receive the mandated number of hours in all subject areas including ESL instruction. The ESL teacher uses the results of the LAB-R, as well as, the New York State English as a Second Language Achievement Test (NYSESLAT) to determine whether students receive 180 or 360 minutes of ESL per week. Formal and informal assessments (i.e.,

Acuity, TC assessment reading levels, state exams, etc.) will be used to develop and deliver content-area based lessons using ESL methodology and teaching strategies. Lessons will be designed to promote critical thinking, problem solving, and effective communication through oral and written language. One way teachers differentiate learning for ELLs, is through the development of learning goals that address student needs in each subject area based on analysis of student assessment data. Articulation between the classroom teacher and the ESL teacher will ensure ESL students receive instruction aligned with the NYS learning standards in all academic core subjects. The ESL teacher and classroom teacher work collaboratively to strengthen and expand speaking, listening, reading, and writing skills of all ELLs. Together they collaborate to plan explicit lessons that teach content, specific skills and strategies that meet student needs based on formal and informal assessments. ESL strategies include Total Physical Response (TPR), whole language, small group and individual instruction, working with computers (graphic representation), pictorial and realia support, manipulatives, and scaffolding to support new learning.

ELLs participate in Teachers College Readers and Writers Workshops with the direct assistance of the ESL teacher. The workshop model has differentiation embedded within the curriculum through the use of think-aloud, guided practice, teacher modeling, individual conferences, etc. During the balanced literacy block and pull out ESL sessions, ELLs participate in accountable talk using strategies such as think-pair-share and brainstorming. At these times, guided reading groups are also facilitated by the ESL and classroom teachers. In these guided reading groups, an emphasis is placed upon concept acquisition through social interaction. ELL students are encouraged to explore new vocabulary, attempt oral communication and clarify knowledge through the exchange of ideas with a reading partner. During reading activities, the ESL and classroom teachers model good reading strategies such as re-reading for detail, predicting and clarifying unknown words through the use of think aloud strategies. In addition, ELLs are taught to look for picture and context clues to find and support meaning of text, develop and use graphic organizers to organize ideas, and to talk to the text to monitor their comprehension. Emphasis is placed on sentence structure, tense usage and vocabulary. Through word work, the ESL teacher pre-selects and pre-teaches new vocabulary, points out new usages of familiar words and teaches ELL students synonyms as well as idioms. The ESL teacher uses strategies such as a vocabulary circle and concept maps to promote the development of new vocabulary. Personal dictionaries are also developed by ELL students. During writing workshop, ELLs are also explicitly taught writing strategies and skills that will help them improve their English language skills as well as their writing techniques. Concept maps are used as a pre-writing tool. ELL students use these maps to organize thinking and brainstorm ideas before writing. ELL students are also taught to use elaboration prompts to add volume to their writing. ELL students also use personal dictionaries during writing time to strengthen vocabulary skills.

Our school uses Everyday Mathematics and Impact Math which offers opportunities for differentiation through use of games, manipulatives and group projects based upon skills and level. ELLs master scientific literacy by modeling scientific methods of investigation through a “hands-on” approach workshop model that is supported by the FOSS science program. This model of study includes collaborative learning, student discourse and embedded assessment. Following to the NYC Social Studies Core Curriculum and the NYS Social Studies Standards, ELLs are supported by the use of children’s literature, classroom social studies library and trade books. Assignments for ESL students are modified through the use of word banks, thinking maps and picture cues. Field trips, school sponsored presentations and cultural organizations, also, enhance social studies curriculum and the learning for ELLs.

ESL instruction is differentiated for ELL subgroups. For newcomers (students with less than three years in the US school system) ESL instruction focuses heavily on the acquisition of BICS (Basic Interpersonal Communicative Skills) in addition to the methods mentioned above. Newcomers are immersed in language rich activities throughout the school day. Assignments are modified for these students using word banks, picture cues and concept maps. Newcomers are paired with a class buddy, preferably one who speaks the same native language. The ESL teacher and classroom teacher meet frequently to monitor progress for these students as well as modify and adjust lessons and classroom activities. For students with 4-6 years of ESL instruction, the focus of ESL instruction shifts to the acquisition of CALP (Cognitive Academic Language Proficiency). Based upon NYSESLAT results, ESL instruction emphasizes the areas of reading and writing. ELL students in the subgroup will be asked to think, talk, read and write about content in addition to the methods listed above. At this time, we have no Long-Term English Language Learners or SIFE students. ELLs with special needs receive daily phonics and word work instruction through the Wilson based Foundations program in addition to the methods mentioned above. The classroom teacher utilizes concept maps across the curriculum to promote acquisition of skills. The ESL teacher, who is also certified in Special Education, modifies lessons using strategies such as repetition of instruction, reduced task length and shortened directions to meet the needs of students in this sub-group.

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

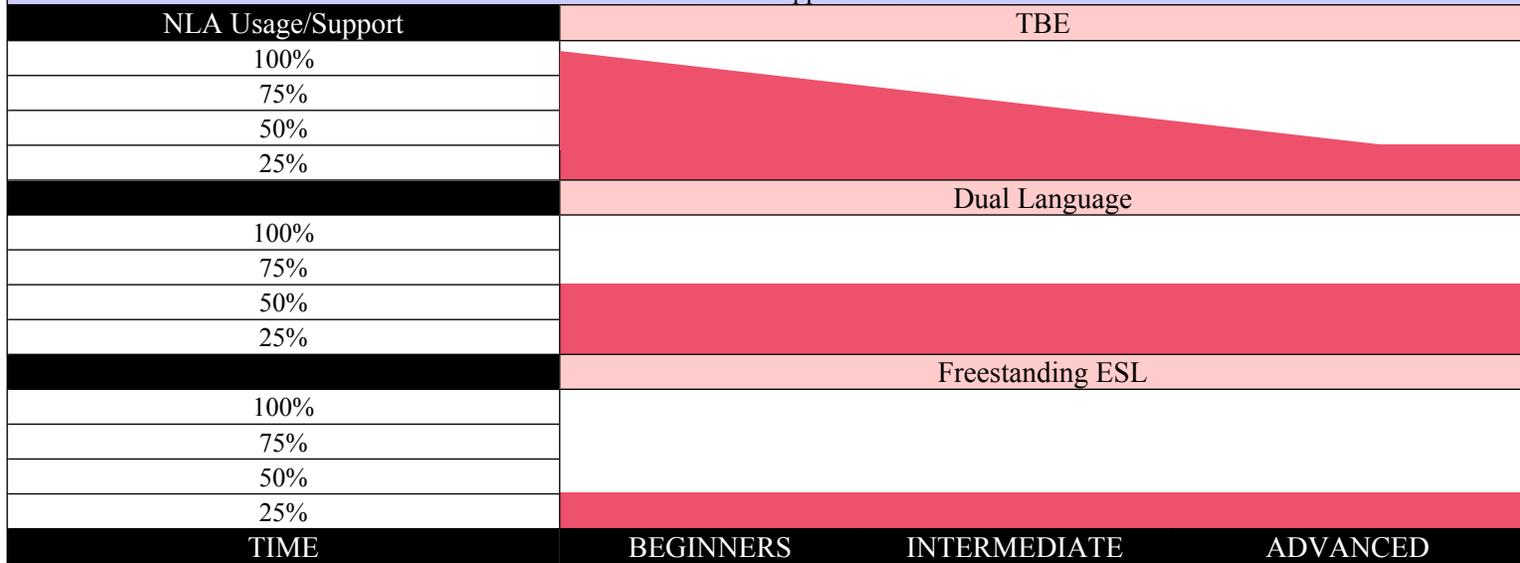
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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



## 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?

Our school offers a range of intervention services in the areas of ELA, math and other content areas. During the school day, classroom teachers use Tier 1 Intervention Plans to support students through differentiated instruction and research based modifications from the Pre-Referral Intervention Manual. In addition to this, the Academic Intervention Services (AIS) teacher utilizes a push in program to support classroom teachers during reading workshop. The AIS teacher facilitates guided reading groups during this time. Special Education Teacher Support Services are offered to at risk students during the school day. This pull out program provides students with extra support in the areas of reading, writing and math. The special education teacher facilitates guided reading groups, conducts strategy lessons, provides small group instruction and one-to-one conferencing during this time. All ELL students stay for the extended day program. At this time, students are offered extra literacy instruction that focuses on improving comprehension skills and reading ability as well as differentiated instruction in mathematics. Students who have passed the NYSESLAT examination and newly enrolled ELL students are closely monitored and supported. They receive Academic Intervention Services as needed. ELLs are included in and participate in all after-school programs, special events, extra curricular activities, etc. All students, including ELLs, are offered Spanish as a foreign language in grades 5-8. Instructional materials used in our school are leveled libraries, word walls, big books, listening libraries, computers, i- books, the internet, smart boards, elmos, etc. All instructional materials correspond to ELLs' ages and grade levels.

## 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)?

Not Applicable

## 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.

All staff members receive differentiated professional development. A needs assessment is conducted to determine what support the staff will benefit from. They participate in all in-house professional development, workshops provided by our CFN (Children First Network) and city sponsored training. The assistant principal, who was a staff developer for bilingual and ESL teachers, provides staff development through observations and professional conversations for all staff members. The ESL teacher also regularly meets with classroom teachers to discuss student needs, plan lessons, and set appropriate learning goals for ELLs with ESL strategies that develop content area skills. ESL

professional development will be given to all staff members of ELLs by the ESL teacher so as to support the instructional learning environment for all ELLs. The ESL teacher will attend all applicable professional development workshops offered by the DOE. All pedagogues have completed Jose P training or coursework that meets Jose P requirements. The school maintains proof of completed training hours.

### 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?

Our school has a very small number of ELLs or parents that need any extra support because they are unable to understand English as determined by the RAPL ATS report. All our ELL parents are included in our mainstream parent activities. Data from the School Survey is used to plan for parent engagement and outreach. Workshops and activities are provided based upon feedback from the parent community gathered informally and formally. Listed below are examples of some of our in-house parent involvement activities:

- ELL Parent Orientations (Sept.)
- Curriculum Orientation (Sept.)
- Lincoln Center Institute Family Events (fall/spring events)
- Parent Teacher Conferences
- School Sponsored Workshops (i.e. HS application process, School Safety, Test Prep, ARIS parent link)
- PTA meetings
- Writing Celebrations
- Coffee and Conversations with the Principal
- Science Fair
- Music/Art Festival
- Multicultural School Events

Our Parent Coordinator directly contacts parents that need information translated and arranges for staff members, who speak other languages, to communicate directly with parents when there is a need. NYC translated services are also utilized when needed. Also, all parents are notified of city-wide parent events

## 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)			1						1					2
Intermediate(I)		1				2								3
Advanced (A)					2	1	1							4
Total	0	1	1	0	2	3	1	0	1	0	0	0	0	9

### NYSESLAT Modality Analysis

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

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

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

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

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

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

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

Our school uses a range of data to monitor ELLs, as well as, former ELLs. Early literacy skills are monitored using TCRWP, Words Their Way assessments, NYSESLAT and LAB-R exam scores. This data provides insights into reading comprehension, phonics and decoding, writing, listening and speaking skills of ELLs. Teachers use this data to differentiate instruction through guided reading groups, strategy lessons and one-to-one conferencing. Teachers in the upper grades use ACUITY periodic assessments, TCRWP, NYS and NYSESLAT exam scores to monitor progress and guide instruction for ELL students. At this time, we do not use ELL periodic assessments. However, ELLs in grades 3-8 are monitored periodically using ACUITY periodic assessments as well as TCWRP assessments.

Patterns in proficiency levels for the NYSESLAT reveal that ELLs in our school score relatively well in regards to the listening and speaking portion of the test. Traditionally, ELLs tend to score lower in the reading and writing portions. Based on these results, ESL instruction will place a emphasis on the areas of reading and writing. The ESL teacher provides indirect services to the classroom teacher in order to incorporate ESL methodologies and techniques into classroom practice,

### **Additional Information**

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

Paste additional information here

# Part VI: LAP Assurances

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

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