



P.S. 004 MAURICE WOLLIN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 004 MAURICE WOLLIN
ADDRESS: 200 NEDRA LANE
TELEPHONE: 718-984-1197
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100010004 **SCHOOL NAME:** P.S. 004 Maurice Wollin

SCHOOL ADDRESS: 200 NEDRA LANE, STATEN ISLAND, NY, 10312

SCHOOL TELEPHONE: 718-984-1197 **FAX:** 718-984-2324

SCHOOL CONTACT PERSON: Mr. Marc A. Harris **EMAIL ADDRESS** MHarris@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Brian Cohen

PRINCIPAL: Mr. Marc A. Harris

UFT CHAPTER LEADER: Michelle Piscopo

PARENTS' ASSOCIATION PRESIDENT: Tara Muscio

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-Public Education Association

NETWORK LEADER: NANCY RAMOS/WILLIAM COLAVITO

SUPERINTENDENT: MARGARET SCHULTZ

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
Mr. Marc A. Harris	Principal	
Diane Molloy	UFT Member	
Stacey Helt	UFT Member	
Michelle Piscopo	UFT Chapter Leader	
Theresa Roccanova	Parent	
Brian Cohen	Parent	
Kristin Nicholaou	Parent	
Tara Muscio	PA/PTA President or Designated Co-President	
Giovanna Miller	UFT Member	
Laura Mancusi	UFT Member	
Maria Longo	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 4 is located on the south shore of Staten Island. The school serves approximately 790 students in grades Pre-K through 5, and several special education programs. There are two Universal Pre-Kindergarten classes, one AM and one PM session. Situated at the end of a dead end street, and being bordered by a park belonging to a private housing complex, the school has no room for physical growth and must deal with its student population within the confines of the current building.

In addition to our General Education classrooms, we have many programs to meet the needs of our students. There are four self-contained Special Education classes. P.S. 4 has one Collaborative Team Teaching class, and 2 Micro-Collaborative Team Teaching classes on every grade, K-5. We participate in a District 75 inclusion program. The building houses many related service providers. These services include Speech, O.T., P.T., Hearing, Vision, and Adaptive Physical Education.

The Micro-CTT classes address the needs of children with Asperger's Syndrome and Autism Spectrum Disorders (ASD). This is one of approximately 30 such programs in the city. Each class is taught by two teachers, 1 General Education and 1 Special Education. The services provided to the identified children in each class are socialization development, speech, occupational therapy and counseling.

We continue to value the arts and offer Visual Arts, Drama and Vocal music classes.

Due to the change in the calculations for Title I, we were awarded Title I status in September of 2009.

The school staff has changed over the last few years but, through careful recruitment, the staffing changes have had minimal effects. All of the teachers are highly qualified.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 004 Maurice Wollin							
District:	31	DBN #:	31R004		School BEDS Code:				
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:		Attendance: - % of days students attended*:							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	35	36		93.4	94.8	TBD		
Kindergarten	141	128	117						
Grade 1	117	144	122	Student Stability - % of Enrollment:					
Grade 2	125	117	145	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	129	130	114		98.1	97.36	TBD		
Grade 4	110	125	131						
Grade 5	116	110	122	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		26.8	27.8	41.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	3	TBD		
Grade 12	0	0	0						
Ungraded	5	3	5	Recent Immigrants - Total Number:					
Total	779	792	792	(As of October 31)	2007-08	2008-09	2009-10		
					0	4	2		
Special Education Enrollment:		Suspensions: (OSYD Reporting) - Total Number:							
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	45	43	44	Principal Suspensions	0	0	TBD		

# in Collaborative Team Teaching (CTT) Classes	49	68	92	Superintendent Suspensions	0	2	TBD
Number all others	58	60	55				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants		0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	26	33	28	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	1	5	Number of Teachers	72	81	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		20	21
				Number of Educational Paraprofessionals		13	12
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	98.8	TBD
				% more than 2 years teaching in this school		62.5	67.9
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere		41.7	49.4
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	92	94	TBD
American Indian or Alaska Native	0.6	0.9	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	98.4	TBD
Black or African American	1.7	1.5	1.3				
Hispanic or Latino	13.7	13.8	11.6				
Asian or Native	7.6	7.2	6.7				

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Hawaiian/Other Pacific Isl.			
White	76.4	76	79.3
Multi-racial			
Male	55.3	55.2	55.4
Female	44.7	44.8	44.6

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: If yes, area(s) of SURR Yes No identification:

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

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√					
Multiracial							

Students with Disabilities	√	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	5	5	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09		
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	68	Quality Statement Scores:	
Category Scores:	Quality Statement 1: Gather Data		√
School Environment (Comprises 15% of the Overall Score)	9.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	10.3	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	43.3	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	√

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

□

We conduct ongoing assessment of the extensive data we have available. This information is used to determine and revise our needs over the course of each school year. The types of needs assessments and their subsequent implications are indicated below:

- Analysis of student performance data from School Progress Report, ARIS, and Predictive Assessments
 - Results in ELA indicate the greatest weaknesses in performance strands that assess main idea and supporting detail, making predictions, drawing conclusions and making inferences, and identifying characteristics of different genres.
 - Results in Mathematics indicate that our greatest area of weakness lies in the Number Sense and Operations Strand.
 - Results for IEP students indicate a drop in proficiency gain from the year before.
- Report card grades for Mathematics school wide show higher scores than are indicated in our School Progress Report.
- Analysis of the results of the Teacher's College Reading Assessments.
 - Results indicate that the number of students reading at or above grade level is comparable to the results of 2009-2010 NYS ELA testing.
 - Results also indicate that approximately 75% of students moved one or more levels during the Sept.-Nov. assessment period.
- Analysis of performance of students participating in both Reading Recovery and Leveled Literacy Intervention during the 2009-2010 school year.
 - Implications indicate that the majority of students show an increase in reading performance while participating in Reading Recovery or LLI. There is a trend of a decrease in performance once students complete the program and are supported only by the classroom teacher.
- Formal classroom observations indicate the greatest need for focused professional development in the following areas.

- Writing
- Planning
- Academic rigor
- Review of Learning Environment Survey
 - Teacher survey results indicate a drop in all three categories. Administration will be working with teacher representative throughout the year to improve school environment.
 - Parent survey results indicate an increase in all three categories. We will continue with our CEP goal of increasing and improving communication and parent engagement.
- Inquiry Team Work
 - The core inquiry team examined the impact of interest based learning. IStyle was developed as a result the work done by this team.
 - Teacher teams worked on higher order questioning and found that when students are asked higher order questions and taught to explicitly to respond to those questions, responses improved. Teacher team work resulted in development of a rubric for both teaching children to answer questions and to assess their responses.
- Attendance data from the school report card
 - Analysis of attendance data indicates that we remain at the low end of our Peer Horizon in regard to our attendance rate. We saw an increase in 2008-2009 but had a decline in 2009-2010.
- Accountability Overview Report/School Report Card
 - Assessment of data indicates:
 - An increase in ELL enrollment over a four year period.
 - A consistent attendance rate that is significantly lower than our Peer Horizon, over a three year period
 - All identified students groups made AYP
 - ELA Results by Student group in the 3-4 range
 - Overall, males scored lower than females and all students combined
 - There was an increase in performance of Hispanic/Latino students in grades 3 and 5 and a decrease in performance for grade 4
 - Overall, there was a slight increase in performance of students with disabilities
 - LEP students scored far below all students
 - There was an overall increase in the scores of economically disadvantaged students
 - Math Results by Student group in the 3-4 range
 - Overall, males scored lower than females and all students combined
 - There was an increase in performance of Hispanic/Latino students in grades 3 and 5 and a decrease in performance for grade 4
 - There was an overall increase in performance of students with disabilities
 - LEP students scored below all students
 - There was an overall increase in the scores of economically disadvantaged students
- NYSESLAT data indicates consistently higher scores in the Listening and Speaking sub-tests for all grades.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011 we will raise the number of students performing at level 3 and level 4 resulting in an overall annual increase of 20% as demonstrated by NYS ELA for grades 3-5 and TCRWP for grades K-5. The 20% increase will be represented by movement of 49 students in grades 4 and 5 combined, 28 students in grade 3, 25 students in grade 2, 24 students in grade 1, and 22 students in grade K.	<input type="checkbox"/> Our 2009-2010 Progress Report indicates that only 52.6 percent of our students are performing at a proficiency level of 3 or 4. This puts us at 48.4% relative to the City Horizon and -20.6% relative to our Peer Horizon. Our Action Plan includes a focus on differentiated instruction targeting students who can be moved into level 3 or are in danger of dropping to level 2.
<p>By June 2011, we will raise the number of students performing at Level 3 and Level 4 in mathematics resulting in:</p> <ul style="list-style-type: none"> • An overall annual increase of 20% as demonstrated by NYS math test scores for grades 3-5. • 90% of students performing at level 3 or level 4 as demonstrated by report card grades based on classroom assessments for grades K-2. <p>The 20% increase in NYS math scores will be represented by movement of 49 students in grades 4 and 5 combined, and 28 students in grade 3.</p> <p>The increase to 90% of students performing at level 3 or 4 in classroom assessment scores as demonstrated by report card grades will be represented by movement of 5 students in kindergarten, 7 students in grade 1, and 12 students in grade 2.</p>	<input type="checkbox"/> Our 2009-2010 Progress Report indicates that only 62.9 percent of our students are performing at a proficiency level of 3 or 4. This puts us at 30.3 relative to the City Horizon and -68.6% relative to our Peer Horizon. Our Action Plan includes a focus on differentiated instruction targeting students who can be moved into level 3 or are in danger of dropping to level 2. <input type="checkbox"/>
<p>By June 2011, we will improve narrative writing skills across grades K-5 as measured by Teacher’s College Narrative Continuum.</p>	<p>Early assessment of school wide writing based on administrative observations and review of student work, indicates a need for increased rigor in student writing.</p>
<input type="checkbox"/> By June 2011, school administration will effectively involve the teachers during school level planning processes in a way that will increase and improve the achievement of a collegial environment, build school community, and will support student achievements as evidenced by a positive	<input type="checkbox"/> Our 2009-2010 Learning Environment Survey indicates lower than expected scores in the teacher categories reflecting administrative expectations and teacher role in goal setting and decision making. Our action plan is designed to improve communication and better engage teachers in

increase in the LES scores.	the decision making process.
<input type="checkbox"/> On going through June 2011, school leaders, faculty, parent coordinator, and other support staff will communicate high expectations to students and families, engage them in decision making, and promote active involvement in the school community as evidenced by a continuation of increasing scores on the LES.	<input type="checkbox"/> We will continue with our work done in previous years to maintain an increase in the parent section of our LES. This year we will focus on increasing parent involvement during the school day.

SECTION VI: ACTION PLAN

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

Subject Area

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011 we will raise the number of students performing at level 3 and level 4 resulting in an overall annual increase of 20% as demonstrated by NYS ELA for grades 3-5 and TCRWP for grades K-5. The 20% increase will be represented by movement of 49 students in grades 4 and 5 combined, 28 students in grade 3, 25 students in grade 2, 24 students in grade 1, and 22 students in grade K.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Beginning October 2010 and ongoing through June 2011 we will implement Departmentalized Reading in all grades 1-5. <ul style="list-style-type: none"> ○ Homogeneous groups meet daily. ○ Workshop model to include guided reading and assessment. ○ Benchmark and interim data will be collected and analyzed by administration for instructional and professional development implications ○ Professional development workshops and literature focused on guided reading and moving students to the next level will be provided for teachers. ○ Interclass visits to support professional development ○ Support from Literacy coach • Beginning September 2010 and ongoing IStyle, individualized, interest based instruction based on the Renzulli model, will be implemented during the extended period. • Beginning November 2010 and ongoing model classrooms for reading and writing will be established on each grade and used to support professional development. • Beginning November 2010 Teacher Teams will be formed and meet regularly to review student work and assessments to identify strengths and needs, track progress and adjust classroom level curricular and instructional decisions. • Beginning September 2010 and ongoing, professional development will be provided for individuals, across grades, and/or curricula areas. PD will be done by and through: Consultant(s), Lunch and Learns, Literacy Coach, workshops, Teacher Teams, Study Groups, Interclass/Interschool visits, administrative observations. • Beginning September 2010 and ongoing, teachers will engage in curriculum mapping through revision of existing curriculum maps to reflect ongoing assessment of instruction and student progress.

	<ul style="list-style-type: none"> • Ongoing, we will continue to conduct strand analysis of all ELA tests and assessments available throughout the school year including '10 ELA, TCRWP, and classroom assessments to inform goal setting and action planning. • Ongoing, Renzulli learning accounts will be open for all students and teachers. • Beginning September 2010 and ongoing, all students identified as performing in the lowest 1/3 will participate in AIS instruction in the form of small group pull-out. • Ongoing, students identified at risk will be recommended for participation in one of the following intervention services: Orton-Gillingham, Leveled Literacy Intervention, At-Risk SETSS, AIS pull-out, and IStyle.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> TL Fair Student Funding, Title I ARRA SWP, TL C4E ASD
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> TCRWP assessments will be administered in Sept., Nov., Mar., and June with an expected increase of 1 level at each assessment. ELA Predictives will be administered in March with an expected increase from 2010 Predictives.

Subject Area
 (where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> By June 2011, we will raise the number of students performing at Level 3 and Level 4 in mathematics resulting in: <ul style="list-style-type: none"> • An overall annual increase of 20% as demonstrated by NYS math test scores for grades 3-5. • 90% of students performing at level 3 or level 4 as demonstrated by report card grades based on classroom assessments for grades K-2. <p>The 20% increase in NYS math scores will be represented by movement of 49 students in grades 4 and 5 combined, and 28 students in grade 3.</p>
----------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>The increase to 90% of students performing at level 3 or 4 in classroom assessment scores as demonstrated by report card grades will be represented by movement of 5 students in kindergarten, 7 students in grade 1, and 12 students in grade 2.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Beginning September 2010 and ongoing IStyle, individualized, interest based instruction based on the Renzulli model, will be implemented during the extended period. • Beginning November 2010 and ongoing model classrooms for math will be established on each grade and used to support professional development. • Beginning November 2010 Teacher Teams will be formed and meet regularly to review student work and assessments to identify strengths and needs, track progress and adjust classroom level curricular and instructional decisions. • Beginning September 2010 and ongoing, professional development will be provided for individuals, across grades, and/or curricula areas. PD will be done by and through: Consultant(s), Lunch and Learns, Literacy Coach, workshops, Teacher Teams, Study Groups, Interclass/Interschool visits, administrative observations. • Beginning September 2010 and ongoing, teachers will engage in curriculum mapping through revision of existing curriculum maps to reflect ongoing assessment of instruction and student progress. • Ongoing, we will continue to conduct strand analysis of all Math tests and assessments available throughout the school year including '10 NYS Mathematics Test, ITAs, and classroom assessments to inform goal setting and action planning. • Beginning September 2010 and ongoing, school administrators will collect pre and post unit math test scores to monitor and evaluate progress and consequently adapt plans and practices to meet goals for accelerated learning. • Beginning November 2010 Math Book of the Month and Problem of the Month programs will be established to provide a common, school-wide, instructional focus. • Ongoing, Renzulli learning accounts will be open for all students and teachers. • Beginning September 2010 and ongoing, all students identified as performing in the lowest 1/3 will participate in AIS instruction in the form of small group pull-out. • Beginning November parents will be invited into classrooms on a monthly basis to play math games that support curriculum with students in the classrooms. • Ongoing, students identified at risk will be recommended for participation in one of the following intervention services: At-Risk SETSS, AIS pull-out, and IStyle.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> TL Fair Student Funding, Title I ARRA SWP, TL C4E ASD</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Math Predictives will be administered in March with an expected increase from 2010 Predictives. CITAs will be administered in November and March with an expected increase of 10% from November 2009 and 20% increase from March 2010.
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Subject Area (where relevant) : Writing

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, we will improve narrative writing skills across grades K-5 as measured by Teacher’s College Narrative Continuum.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Beginning December 2010 we will establish a relationship with a Teacher’s College trained mentor school. <ul style="list-style-type: none"> • Establish model writing classes on each grade to be used as lab sites to turn-key training to teachers across each grade. • A teacher trained in the TC writing program will mentor/train lab teachers through monthly on site professional development and monthly visits to mentor school. • Literacy coach will provide ongoing daily support. • Ongoing curriculum map revision to integrate Harcourt program with TC Units of Study on grade and vertically.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> TL Fair Student Funding, Title I ARRA SWP, TL C4E ASD, TL Children First Inquiry Team Funds

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Writing samples will be analyzed for progress at 4-6 week intervals using the TC Narrative Writing Continuum and/or standards based rubrics.
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Subject Area (where relevant) : Professional Development

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, school administration will effectively involve the teachers during school level planning processes in a way that will increase and improve the achievement of a collegial environment, build school community, and will support student achievements as evidenced by a positive increase in the LES scores. <input type="checkbox"/>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Professional Development will be provided through faculty conferences, grade conferences, designated professional development day, afterschool, and Lunch and Learns, to all staff members. Topics will be individualized and customized through a shared vision that is a result of the following actions: <ul style="list-style-type: none"> • Administration will develop clear expectations and communicate them clearly • Triad (Principal, and 2 Assistant Principals jointly) observations and post-observations • Monthly meetings with Administration and Grade Leaders • Daily rounds with actionable response as necessary • Staff Suggestion Box: to be reviewed by team approach • Teacher Teams and team logs • Provide support for teachers to meet expectations • Implementation of School Spirit Team to encourage a positive school climate
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in</i>	<input type="checkbox"/> TL Fair Student Funding, Title I ARRA SWP, TL C4E ASD, TL Children First Inquiry Team Funds <input type="checkbox"/>

this action plan.

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

Exit slips will be completed at every professional development session with an expectation that meaningful feedback will continue to increase throughout the year.
 A suggestion box will be made available for all staff, ongoing with an expectation that meaningful suggestions will continue to increase throughout the year.

**Subject Area
 (where relevant) :**

Parent Engagement

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

On going through June 2011, school leaders, faculty, parent coordinator, and other support staff will communicate high expectations to students and families, engage them in decision making, and promote active involvement in the school community as evidenced by a continuation of increasing scores on the LES.

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

School leaders and faculty will continue to engage students and families in reciprocal opportunities and ongoing discussions regarding student progress, academic expectations, and behavioral goals, and provide next steps information through the following actions:
 Parent coordinator workshops aligned to the goals set forth by the collaborative community.
 Family Fun Night series expanded: Family Health and Fitness Night, Family Art Night, and (new) Family Math Night.
 Active, well developed PTA
 Principal and Parent Coordinator reports at all PTA meetings
 Active, well developed School Leadership Team
 Development of opportunities to participate in meaningful experiences during the school day like Math Games Day, or a read aloud.

	<p>Build a culture of mutual trust, respect, and positive attitudes through ongoing communication: Student Progress Reports, Parent Teacher Conferences, PS 4 Email Blast, School Spirit Days, new school slogan: Personal Success 4 All.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> TL Fair Student Funding, Title I ARRA SWP, TL C4E ASD</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> All parent events throughout the year will be tracked for an increase in attendance. A parent survey will be administered in late fall and again in early winter with an expectation of 94% positive feedback.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	17	17	N/A	N/A	4			
1	50	27	N/A	N/A	10			
2	82	43	N/A	N/A	11			
3	28	28	N/A	N/A	19			
4	48	48	19	19	20			
5	43	42	14	14	10			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Leveled Literacy Intervention-small group(no larger than 3) reading instruction which targets the at risk population in grade 2 30 minutes each day during the school day and the additional 37 1/2 minutes Mon-Thurs.</p> <p>Reading Recovery-small group reading instruction which targets the at risk population in grade 1-30 minutes each day during the school day and the additional 37 1/2 minutes -Mon. -Thurs.</p> <p>Reading Volunteers- 1:1 pull out phonics and reading program for K-2 that takes place during the school day.</p> <p>Wilson- small group(in class) - this program is a multi-sensory approach to internalizing the sound/symbol relationship. This is used both during the school day and in the additional 37 1/2 minutes in grades K-2 on a as needed basis.</p> <p>Fundations- is used to build students' phonological/phonemic awareness, phonics and spelling skills. This program is used in class(small groups) both during the school day and in the additional 37 1/2 minutes in grades K-2 as needed by students.</p> <p>Guided Reading- small group instruction used to teach students how to independently use reading strategies to become better readers. Used during the school day and in the 37 1/2 minutes in grades K-5.</p> <p>ELA Coach- small group instruction to help struggling readers get explicit instruction needed to develop reading skills. Small group done both during the school day and in the 37 1/2 minutes in grades K-5.</p> <p>Angling for Words- a step by step approach for learning reading and spelling decoding skills. This is done in the additional 37 1/2 minutes -Mon-Thurs in small groups.Students in grades 1 and 2 are eligible for the program based upon classroom teacher recommendation and a follow up</p>

	<p>assessment.</p> <p>Recipe for Reading- teaches letter sounds, vowel digraphs, consonant blends, and spelling rules in sequential cumulative order. This is done in small groups during the additional 37 1/2 minutes - Mon.- Thurs. with students in grades 1 and 2 based upon teacher recommendation and a follow up assessment.</p> <p>Orton Gillingham- a multi-sensory approach to teaching reading. Done in small groups during the additional 37 1/2 minutes -Mon.-Thurs. with students in grades 1 and/or 2 based upon teacher recommendation and a follow up assessment.</p> <p>SETTS- at risk students work with the teacher for remediation in reading. This is done during the school day, either pull out or push in, for 50 minutes each day. It services students in grades K-5 based upon referral from PPT.</p> <p>Extended Day- students stay for an additional 37 1/2 minutes- Mon-Thurs. and the teachers address their individual needs in groups no larger than 10 in general education or 5 for special education. Grades K-5</p> <p>Reduced Class Size- all classes on every grade have reduced enrollment so that we may better meet the needs of all of our students daily.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>Math Coach- small group instruction to help struggling students get explicit instruction needed to develop mathematical skills. Small group done both during the school day and in the 37 1/2 minutes in grades K-5.</p> <p>Extended Day- students stay for an additional 37 1/2 minutes Mon.-Thurs. and the teachers address their individual needs in a group no larger than 10 for General Education or 5 for Special Education.</p> <p>SETSS- at risk students work with the teacher for remediation in math. The students meet for 50 minutes daily in a small group (pull out or push in). This services students in grades K-5 based upon recommendation of the PPT.</p> <p>Math Games- small group done during the day and during extended day to provide alternative activities to reteach a concept/skill.</p> <p>Reduced Class Size- all classes on every grade have reduced enrollment so that we may better</p>

	<p>meet the needs of all of our students daily.</p> <p>Math Manipulatives- one to one instuction or small group during the day and in extended day as needed, to allow students to work on a concrete level to better develop understanding of concepts. Grades K-5.</p> <p>Great Leaps- a math intervention program (one to one) in which paraprofessional works with students on their specific weaknesses. This is done during the school day based upon individual needs of students.K-2.</p> <p>New York State March to March - number sense and operations</p> <p>Scantron/Acuity - individualized assigned tasks are administered during the school day and extened day for all students in grades 1-5. Students also do the on-line tutorials on Scantron/Acuity</p> <p>Intergration of Math and ELA- classroom teadchers have access to math libraries to help intergrate literacy and mathematics instruction for better understanding by the students.</p> <p>Math Assessments-math groups are formed based on informal and formal assessments, and the individual needs of each student are addressed during the math block in small groups or one on one during the school day in grades K-5. These groups can vary in size and frequency depending upon the individual needs of the students.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>There are 3 science cluster classroom labortories. A blended program using Foss and Harcourt, are used with all our at risk students. Foss involves hands on experiments using the scientific method and inquiry approach. In addition, Harcourt is used in conjunction with Foss to further assist the students to understand the experiments and content explored. Harcourt provides the students with storybooks that are used by the classroom teachers to support science content instruction during the literacy block. The students do follow up science investigations, which are assigned to the students according to their ability. There are three levels of investigation, varying in difficulty.</p> <p>Extended Day- students stay for an additional 37 1/2 minutes Mon.-Thurs. and the teachers address their individual needs in a group no larger than 10 for General Education or 5 for Special Education.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/></p> <p>Students are exposed to maps, graphs, pictures, trade books and leveled text to cover content in</p>

	<p>the classroom during the day.</p> <p>Extended Day- students stay for an additional 371/2 minutes Mon.-Thurs. and the teachers address their individual needs in a group no larger than 10 for General Education or 5 for Special Education.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Counseling is provided to students at risk, in small group, classroom instruction or individually . The guidance counselors work with students referred by teacher or parent. PPT provides names of at risk students and families who may need additional support. Peer mediation, conflict resolution, and crisis intervention are also provided to at risk students on an as needed basis during the school day. Social worker meets with parents to get social history of children at risk.</p>
At-risk Services Provided by the School Psychologist:	<p><input type="checkbox"/>Psychologist provides crisis intervention as needed. He makes contact with parents of at risk students. He consults with school personnel about at risk students. He does Behavioral Intervention Plans and Manifestation determination reviews. He does full evaluations to determine what , if any, services at risk students needs and then consults with school personnel to collaborate on a plan of action to assist the at risk students.</p>
At-risk Services Provided by the Social Worker:	<p>Provides family counseling and referral services for families in crisis who are experiencing social and/or emotional difficulties. Works with students individually and in groups to address their difficulties with anxiety, family situations, social skills,etc. Will provide push in sessions to observe a child based upon request by PPT, teacher and/or parent. Will also push in to observe and offer assistance with behavior management. If and when a situation arises(bereavement, bullying, illness,etc.) whole class presentations are done during the school day.</p>
At-risk Health-related Services:	<p><input type="checkbox"/>Workshops are provided to students for diabetes awareness and asthma management. Students are screened for vision and hearing to determine if there are any problems that would hamper their academic progress.Height and weight are monitored for children in grades K-5. Students' fitness levels are assessed based on what is optimal for good health. The assessment measures components of health related physical fitness that have been identified as important to overall health and function: aerobic capacity; body composition; and muscular strength, endurance, and flexibility. These assessments are done by our physical education teachers for all students in grades 4 and 5.</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

Kindergarten - Grade 5

Number of Students to be Served:

LEP 27 LEP students

Non-LEP 0 Non-LEP students

Number of Teachers 1 ESL teacher

Other Staff (Specify) 1 Teaching Artist

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.

Data acquired from the 2010 NYSESLAT, 2010 NYS ELA and classroom assessments indicate that many of our current ELLs possess below-grade level literacy skills. Based upon this fact, PS 4 intends to utilize Title III funds in order to partner with Learning through an Expanded Arts Program (LEAP) to implement an afterschool program which aims increase English language and literacy skills through the arts. At this time, several arts-integrated literacy programs offered by LEAP are under consideration. The school intends to begin the Title III LEAP program by the end of November 2010. The program, in which instruction will be delivered in English by a licensed Teaching Artist from the LEAP organization in collaboration with one of PS 4's state certified ESL teachers, will be available to all ELLs in grades K through 5. The program is tentatively scheduled to run from mid- November through mid-May for a total of 22 weeks. Two hour sessions would be held twice a week for a total of 44 sessions.

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.

PS 4 provides Professional Development and support for all school staff. The ESL teachers will each develop personal professional development plans for the 2010-2011 school year which will be supported by the administration. In addition, professional development for all personnel working with ELLs will take place during available time throughout the year including designated professional development days, monthly faculty and grade conferences, preparation periods, formal observation conferences and after school workshops. Additionally, staff members may participate in professional development sessions presented by organizations such as NYS TESOL, NYSABE, or the Manhattan-Staten Island BETAC.

Below is a tentative calendar of in-house Professional Development scheduled for the 2010-2011 school year. PD workshops will be implemented by the ESL teachers. Classroom teachers, paraprofessionals and administrators will be encouraged to attend.

November - December: Incorporating ESL strategies into Instruction in the	Classroom
March - April: Strategies for preparing ELLs for upcoming state exams including	

NYS ELA, NYS Math, and NYSESLAT (Parents of ELLs will also be encouraged to attend this session)

June: Strategies for assisting ELLs in maintaining progress throughout the summer break (Parents of ELLs will also be encouraged to attend this session)

Staff members such as 5th grade classroom teachers and others who work with 5th grade ELL students may participate in professional development sessions held either at school or presented by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC that focus on assisting ELLs as they transition from elementary school to middle school.

As per Jose P., all staff will receive at minimum 7.5 hours of ELL training through participation in Professional Development sessions with issues related to ELLs, either in-house or provided by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC.

For the Title III program, The ESL teacher will meet with the teaching artist prior to sessions in order to plan instruction.

Section III. Title III Budget

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School: P.S. 004 Maurice Wollin
BEDS Code: 353100010004

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$3,696	<input type="checkbox"/> The ESL teacher will work a total of four hours of per session each week for 22 weeks in the Title III Learning through an Expanded Arts Program (LEAP). (\$42/hour x 4hours/week = \$168/week \$3,696 total)

Purchased services - High quality staff and curriculum development contracts	\$10,560	<input type="checkbox"/> PS 4 will contract LEAP to conduct arts-integrated literacy sessions twice a week at the price of \$240 per session for 22 weeks. (\$240/session x 2 sessions/week = \$480 \$10,560 total)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$600	<input type="checkbox"/>
Educational Software (Object Code 199)	\$0.00	<input type="checkbox"/> \$0.00 has been budgeted for the purchase of Educational Software.
Travel	\$0.00	<input type="checkbox"/> \$0.00 has been budgeted for travel expenses.
Other	\$0.00	<input type="checkbox"/> \$0.00 has been budgeted for other expenses.
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. The Parent Coordinator gathers home language surveys each September to determine translation and interpretation needs. The ESL teachers inform the Parent Coordinator of any new families that may be in need of translation and interpretation throughout the school year.
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. We currently have 30 ELLs and need to provide translation and interpretation in 10 different languages. The Parent Coordinator presented this information to the School Leadership Team. Periodic reminders of translation/interpretation services are included at public meetings and in the Parent Coordinator's monthly newsletter.

Part B: Strategies and Activities

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

We are working to build a resource of staff and community volunteers to translate written information for parents. When possible written translations of school notices, class notices, notices to individuals, etc. will be provided. School personnel will have translations of the phrase, "This information is important to your child's education. Please have it translated." These translations are in multiple languages and encompasses the 10 languages we have identified in our school community. Staff will also have access to and be directed to use the phone numbers for the DOE translation hotline.

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 interpretations will be provided by school staff and/or community volunteers. The DOE translation hot line will also be utilized as it is needed.

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>. Parents who require language assistance will be notified in writing of their rights regarding translation and interpretation in the appropriate covered languages. A sign will be posted in the school lobby indicating covered languages and directing eligible parents to the Parent Coordinator for further assistance.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	0	\$242,945	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	0		
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:
98.7%

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.

By the end of the coming school year, the one teacher who is not highly qualified will either be assigned to an area for which she is highly qualified or she will have obtained appropriate certification or licensure.

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

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

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

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



Title I Parent Involvement Policy

I. General Expectations

P.S. 4 R agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of Section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with Section 1118(b) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -
 - a. that parents play an integral role in assisting their child’s learning.

- b. that parents are encouraged to be actively involved in their child’s education at school
- c. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees
- d. the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The *P. S 4R* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - *Notification of open seats available to join the District Parental Involvement Planning Team as provided to the school.*

2. *P. S 4R* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - *On going implementation of School Leadership Team;*
 - *Quarterly Principal meetings with PTA and Executive Board;*
 - *Notification of release of results of School Report Card, Quality Review, School Progress report and Learning Environment Survey.*

3. *P. S 4R* will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance through notification of meetings from Community Education Council and other Community Based Organizations as provided to school.

4. *P. S 4R* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies through Parent Coordinator program, using Community Based Organizations, as appropriate and available.

5. *P. S 4R* will use the School Leadership Team and the Title I, Parent School wide Programs Committee to conduct, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. *P. S 4R* will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. Parent Teacher Conferences, Progress Reports, Report Cards
- b. Parent Coordinator Workshop Programs;
- c. School Leadership Team supported Family Fun Nights;
- d. Community Based Organization presentations;
- e. Home School communication through Weekly Email Blasts, newsletters, and handouts, and monthly calendars;
- f. ASD (Autism Spectrum Disorder) Parent Support Groups, as necessary
- g. The school will provide assistance to parents of children in understanding topics including, but not limited to:
 - i. The State’s academic content standards;
 - ii. The State’s student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators.
 - iv. Supporting Curriculum information
 - v. Health, Fitness and Safety
 - vi. The Arts

- h. *P. S 4R* will provide materials and training to help parents work with their children to improve their children’s academic achievement, to foster parental involvement by:
 - *ARIS, Acuity, and other assessment systems*
 - *Renzulli Learning Systems at home access*
 - *Parent Coordinator Workshop programs and handouts*
 - *NYCDOE and NYS provided handouts, as available*

- i. *P. S 4R* will ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand through handouts, newsletters, and PS 4 Email Blast.

III. Discretionary School Parental Involvement Policy Components

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

P.S. 4R will incorporate this parental involvement policy into its school improvement plan:

Parents can, and do, make a significant contribution to the environment and functioning of our school. Parents are encouraged to attend monthly PTA meetings that will be held at times that are convenient for parents. Our school supports and encourages parent volunteerism. The school will provide full opportunities for the participation of parents with limited English proficiency, and parents with disabilities including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

Professional Development:

Monthly professional development for parents provided by P. S. 4R's Parent Coordinator and teachers. This professional development will focus on school life for students, curriculum standards, assessments, health, and home-school support for families. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family, social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students With Disabilities/Professional Development : Monthly professional development will be made available to all parents of students with disabilities.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the P.S. 4R on (mm/dd/yyyy) _____TBD_____ and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

Principal's Signature: _____

Date _____

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

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

School-Parent Compact

P.S.4R , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 4R will:

1. Utilize the Balanced Literacy Program from Harcourt Publishing, Storytown along with Harcourt Mathematics, HSP Math New York. as a base line for high quality curriculum. P. S. 4R will integrate this with classroom technology, hands-on Science program, State Standard Social Studies Program, Physical Education, and the arts to ensure a well rounded, flowing learning environment.

2. Schedule PTC twice during each school year in November and March. Additional ongoing conferences are held as the request of parent and/or teacher.
3. Provide parents with the following reports on child's progress:
 - * Report cards distributed in November and March with final report cards sent home on the last day of school.
 - * Beginning in 2009, Progress Reports will be sent home in October, January, and May to increase parental involvement and academic communication.
 - * Curriculum conferences with classroom teachers in early fall.
 - * Formal notification regarding possible holdover in January.
 - * Acuity data available to parents as each is provided with a user password.
 - * ELA, State Math, Social Studies and Science scores distributed upon receipt by school.
 - * Parent/Teacher requested meetings.
 - * Parent/teacher reports made by phone, e-mail, notes and scheduled appointments.
4. As delineated above, parents have access to staff during PTC both formally and informally throughout the school year.
5. *Provide parents opportunities to observe and participate in their child's classroom during Open School Week, traditionally held in the early Fall of each year.
 - *Encourage parents to participate in Publishing Celebrations, Science Fair, class trips, read to the class as a guest reader, assist in classroom projects.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
7. Involve parents in the joint development of any school-wide program plan (for SWP schools), in an organized, ongoing and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a home language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in a least math, language arts.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in Section 200.56 of the title I.

Parent Responsibilities

We as parents will support our children's learning in the following ways: (Blue color indicates required)

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - **monitoring attendance;**
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - **making sure that homework is completed;**
 - **monitoring the amount of television my children watch;**
- ⇒ **volunteering in my child's classroom;**
- ⇒ **participating, as appropriate, in decisions relating to my children's education;**
- ⇒ **participating in school activities on a regular basis;**
- ⇒ **Promoting positive use of my child's extracurricular time.**
- ⇒ **staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;**
- ⇒ **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.**
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ Express high expectation and offer praise and encouragement for achievement.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.

- Read at least 30 minutes every day outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

Name	Signature	Date
School – Print Name		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

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(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Needs Assessment

Over the course of the current school year, we have conducted extensive and ongoing needs assessments as a stand part of our administrative practice in relation to the work of the Inquiry Team, professional development and supervision of instruction. The types of needs assessments and their subsequent implications are indicated below:

- Analysis of student performance data from School Progress Report, Predictive Assessments and Instructionally Targeted Assessments.
 - Implications in ELA indicate trends of weakness in thematic, use of graphic organizers, determining relevant and irrelevant information, drawing conclusions and using context clues.
 - Implications in Mathematics indicate a need for increased focus on multiplication, place value in relation to fractions and decimals, measurement, and problem solving, particularly in these areas.
 - Implications for Special Education students indicate higher performance than anticipated leading to the provision of a less restrictive setting with additional academic support for many students.
- Analysis of student performance data from informal sources including Performance Series Assessments, Teacher's College Reading Assessments, and teacher made tests and assessments indicate the same trends of weakness in both ELA and Mathematics as stated above.
- Analysis of performance of students participating in both Reading Recover and Leveled Literacy Intervention.
 - Implications indicate that the majority of students show an increase in reading performance while participating in Reading Recovery or LLI. There is a trend of a decrease in performance once students complete the program and are supported only by the classroom teacher.

- Analysis of the results of the Teacher’s College Reading Assessments.
 - Implications indicate an increasing number of students in grades 2-5 who are fluent readers with significantly lower performance in comprehension.
- Formal classroom observations
 - Implications indicate a weakness in the area of data collection and use. More specifically, while many teachers show strength in differentiating the products students produce, many would benefit from additional support focusing on preparing lessons that are differentiated in content and process, and that address different learning styles.
- Review of Learning Environment Survey
 - Analysis of attendance data indicates that we remain at the low end of our Peer Horizon in regard to our attendance rate in spite of initiatives take in the previous school year, resulting in the need for a new action plan.
 - Analysis of Parent survey indicates a need to improve school to home communication regarding students’ learning needs and outcomes.
- Review of the Learning Environment Survey in addition to informal conversations with teachers and grade conferences
 - Implications indicate: a desire on the part of teachers for a more structured literacy program; dissatisfaction with the Everyday Math Program and more specifically with the spiral pacing and omission of many standards based strands of instruction; a struggle to explicitly meet the needs of each individual student; a desire for more professional development in individualized areas.
- Inquiry Team Work
 - Mathematics performance data prompted an in depth analysis of the Everyday Math Program for comparison of lesson objectives from grades K-5 to specific state standards for grades K-5. Analysis data indicated that numerous instructional strands were either omitted entirely from the curriculum on a particular grade or not sufficiently developed. These omitted/insufficiently developed strands coincide with one or more area indicated as weak by our current data.
 - ELA Inquiry Team action research is currently indicating that teachers are not spending enough time developing individual skills and concepts. Rather, in an effort to cover extensive curriculum, they are moving quickly through many skills, developing some more extensively than others.
- Accountability Overview Report/School Report Card
 - Assessment of data indicates:
 - An increase in ELL enrollment over a four year period.
 - A consistent attendance rate that is significantly lower than our Peer Horizon, over a three year period
 - All identified students groups made AYP
 - With one exception, looking at a breakdown by grade (3-5) and year (06/07 and 07/08) economically disadvantaged students scored lower in both ELA and Mathematics. (Exception: Grade 3 math 06/07)
 - Scores among economically disadvantaged students by grade and by year as indicated above show inconsistent patterns for decline and growth in both ELA and Mathematics
 - NYSESLAT data indicates consistently higher scores in the Listening and Speaking sub-tests for all grades.

2. Schoolwide reform strategies that:

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

We will provide:

- Increase the amount and quality of learning time through use of extended time.
- Provide an enriched and accelerated curriculum through Harcourt Storytown and HSP Math.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but with a particular emphasis on progress for Level 3 and 4 students.
- Are consistent with and are designed to implement State and local improvement, if any.

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Emphasis on differentiated instruction to ensure that all students, including students with special needs and English Language

Learners receive exposure to grade-appropriate, standards-based curricula, using sound instructional strategies, proven methods and have sufficient opportunities to master State content standards.

- Implementation of the citywide approaches for instruction in literacy and mathematics, which support a rigorous high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of available data, including disaggregated State and City assessments grades 3-5, the Acuity Assessments, TCRWP assessments, and multiple classroom-level measures, to monitor students' progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science and social studies.

- Opportunities for applied learning.
- The use of appropriate instructional materials for English Language Learners (ELL/LEP) and special needs students.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All teachers hired at P. S. 4R for the 2009-2010 school year will be “highly qualified” as defined in NCLB.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

High-quality 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.

P.S. 4R will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers and SBST. Professional development offerings will include:

differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc; support and training for administrators; parent workshops; and specialized training for School Leadership Team member and Parent Coordinator.

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

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

P. S. 4R will describe in its CEP the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, our school has a full-time Parent Coordinator whose sole responsibility is to promote parent engagement and address parents' questions and concerns. Additionally, P.S. 4R will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in, instructional initiatives.
- Parent Coordinator workshops.
- Reading Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees.
- Family support resources in the community in the areas of health, the arts, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement in problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			243,906	True	1, 2, 3, 4
Title II	Federal	Yes			43,342	True	1, 2, 3, 4
Tax Levy	Local	Yes			3,552,276	True	1, 2, 3, 4

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS:

SURR PHASE / GROUP (IF APPLICABLE):

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

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

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

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

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
0
2. Please describe the services you are planning to provide to the STH population. We currently have no children that meet this criteria.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
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.

CEP RELATED ATTACHMENTS

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

File Name - 28_31R004_110110-081042.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEI - PEA	District 31	School Number 004	School Name Maurice Wollin
Principal Mr. Harris	Assistant Principal Ms. Sotnick/Ms. DiMitri		
Coach Ms. D'Angelo	Coach Ms. Mondone		
Teacher/Subject Area Ms. Covino - ESL	Guidance Counselor N/A		
Teacher/Subject Area Ms. Milgrom - ESL	Parent N/A		
Teacher/Subject Area N/A	Parent Coordinator Ms. Braunstein		
Related Service Provider Sara Armel	Other N/A		
Network Leader Nancy Ramos	Other N/A		

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

C. School Demographics

Total Number of Students in School	806	Total Number of ELLs	27	ELLs as Share of Total Student Population (%)	3.35%
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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.

1. At registration, parents are administered the HLIS in the parent's language of choice. An ESL teacher and the Parent Coordinator are present to explain the HLIS to the parent. The ESL teacher conducts an informal interview with the parent and child to identify those students who may possibly be ELLs. Staff who are fluent in the family's native language are also present to conduct an informal interview in the native language. If necessary, the school will utilize the DOE Over-the-Phone Interpretation services to facilitate this process. Through this process, the ESL teacher is able to identify those children who may possibly be ELLs. Next, an ESL teacher administers the LAB R to students that are eligible for testing.

On the first day of the school year each September, the ESL teachers obtain the NYSESLAT Exam History Report from ATS to evaluate the progress of ELLs that had taken the NYSESLAT in May of the previous school year. Based on this information, ELLs are grouped by proficiency for Pull Out services. The remaining minutes for students mandated to receive 360 minutes of service per week are met through Push In services.

2. On the day that it has been determined that the child is an English Language Learner based on the score the child received on the LAB R, the parent receives the Entitlement Letter (Appendix C), Parent Brochure, and the Parent Survey and Program Selection Form (Appendix D) in the language that the parent indicated in Part 3 Parent Information section of the HLIS. The Entitlement Letter includes the date, time and place for the Parent Orientation. This is an ongoing cycle as new ELLs are admitted.

The ESL teachers and Parent Coordinator conduct the Parent Orientation. Parents are given an agenda for the session and view the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice. It is also explained that research has indicated that it is more beneficial to the child's education to remain in the same program consistently throughout the school year. Further questions and concerns are addressed by the ESL teachers and Parent Coordinator to ensure that all parents understand all three program choices. Staff that are fluent in the home languages of the parents are present to interpret if necessary. If necessary, the school will utilize the DOE Over-the-Phone Interpretation Service to facilitate this process. The parents then complete the Survey and Program Selection Form and submit it to the ESL teachers.

If a parent is unable to attend the scheduled Parent Orientation, the ESL teachers contact the parent by phone and a make-up session is scheduled for the earliest date that is convenient for the parent. At the make up session, the parent views the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice. Further questions and concerns are addressed by the ESL teachers and Parent Coordinator to ensure that the parent understands all three program choices. Staff that are fluent in the home languages of the parents are present to interpret if necessary, or the DOE Over-the-Phone Interpretation Service will be utilized. The parent then completes the Survey and Program Selection Form and submits it to the ESL teachers.

3. An ESL teacher prepares and distributes the entitlement letters and Parent Survey and Program Selection forms. It is indicated on the Program Selection side of Appendix D that the form is to be returned to the ESL teacher on the day of the scheduled Parent Orientation. Since PS 4 does not have sufficient numbers of students to sustain a Transitional Bilingual Education program, students whose parents do not return the form are placed in our Freestanding English as a Second Language program until a make-up session can be scheduled and the parent can make an informed decision about program choice.

4. Once an ELL has been identified, the parent attends the Parent Orientation and is informed of the three program choices available in their native language if requested. When a parent selects ESL, the child is grouped with other children of similar proficiency for pull out services.

When parents indicate that their preference is a bilingual program, it is explained to the parents that the school does not have a bilingual program. It is also explained that a TBE class will be opened if there are 15 or more ELLs across two continuous grades. The parents are given the options to either A) keep their child in the school with the understanding that the child will receive ESL services in place of bilingual instruction or B) transfer their child to a school that has an open seat in a bilingual program. If a parent did choose to have their child transferred to a school with a bilingual program, they would be given a letter listing all of the schools that offer TBE and Parent Coordinator would assist the family in finding a school with an open seat in a TBE program.

5. During the 2008-2009 school year, the trend in program choice that parents requested was ESL. In the 2009-2010 school year, the trend continued, with 5 out of 7 families selecting ESL as their primary program choice. This trend also continued into the 2010-2011 school year, in which 8 families selected ESL as their primary program choice.

Program Choices, 2008-2011			
	ESL	TBE	DL
2008-2009	17	0	0
2009-2010	5	0	2
2010-2011	8	0	0

6. The only program model offered at this point in time is ESL, which is aligned with the overwhelming majority of our parent requests.

ADDITIONAL INFORMATION:

The school administrator in charge of ELLs is Assistant Principal Suzanne DiMitri.

Once a home language other than English has been identified and/or an ELL has been identified, the Pupil Accounting secretary is notified immediately in order to input appropriate information into ATS.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	8	5	5	4	0	5	0	0	0	0	0	0	0	27
Total	8	5	5	4	0	5	0	0	0	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	25	0	4	2	0	1	0	0	0	27
Total	25	0	4	2	0	1	0	0	0	27

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group

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

**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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):
 African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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	3	1	4	0	0	3	0	0	0	0	0	0	0	11
Chinese	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Russian	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	2	1	0	1	0	1	0	0	0	0	0	0	0	5
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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
Albanian	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Other	0	0	1	2	0	1	0	0	0	0	0	0	0	4
TOTAL	8	5	5	4	0	5	0	27						

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.

1. Our ELLs are serviced through a combination of Pull Out and Push In services. Please see the LAP Narrative in Appendix 2 for sample student schedules.

a. Our ELL students are serviced through a combination of Pull Out and Push In services. Students are grouped by proficiency within a two grade span. Each group receives one period of Pull Out each day. The remaining minutes for students who are mandated to receive 360 minutes of services per week are met through Push In services.

In order to move our current ELLs into a Push In model for the 2011-2012 school year, administration plans to structure next year's class lists so that all of the ELLs on a grade will be placed in the same classroom, to the fullest extent possible. In this way, the ESL teachers may service the majority of students through a Push In model.

b. Students are grouped by proficiency within a two grade span.

2. Students are grouped by proficiency level for ESL Pull Out classes. The remaining minutes for students who are mandated to receive 360 minutes of services per week are met through Push In services.

a. Explicit ESL instructional minutes are delivered through a combination of Push In and Pull Out services to ensure that the specific mandate for each student is met. All ELA work done at PS 4 is presented in the workshop model using a comprehensive literacy approach for instruction. This will comprise the explicit ELA instruction for ELLs. Materials in the students' native languages such as books, bilingual dictionaries and glossaries are utilized in the ESL classroom to provide mandated native language support.

3. The ESL teachers are state certified in ESL instruction. In addition, they are licensed in Early Childhood and Elementary Education by New York State. For the 2010-2011 school year, PS 4 has implemented a new, comprehensive ESL curriculum across all grades. Avenues, published by Hampton Brown, focuses on language, literacy and content in order to better support academic progress. The current instructional program also incorporates the use of sheltered instruction in the content areas, TPR, hands-on activities, manipulatives, pictures, music and movement, frequent access to ESL software such as Kidspiration and various online educational websites, and employs a broad

range of ESL and literacy strategies to support the ELL students.

4. Instruction is differentiated based on the individual child's English language proficiency in each of the four modalities, as well as what is developmentally appropriate for the child's age and grade level. The coaches offer assistance in differentiating instruction to meet the needs of a multi-age class.

a. We are currently not servicing any SIFE students. In the event that we need to service to a SIFE student, the student will be assessed and provided with the required ESL instruction in addition to any other intervention services found necessary. Additional services may include one on one tutoring through the Reading Volunteer Program, Academic Intervention Services, inclusion in the Extended Day program, parent support workshops or other available support services. Additionally, PS 4 proposes to apply Title III funds granted for the 2010-2011 school year towards a partnership with Learning through An Expanded Arts Program (LEAP). The school is considering several arts-integrated literacy programs offered by the organization in which participating ELLs will increase English language and literacy skills through the arts. Parents of SIFE students would be strongly encouraged to involve their children in the program.

b. Newcomers receive targeted instruction in the four modalities through Push In and Pull Out services. For Pull Out instruction, Newcomers are serviced as a distinct group across a two grade span. Newcomers who will take the ELA receive support through participation in the Extended Day program or other intervention services that are available at the school. Parent meetings will also be conducted to ensure that parents are aware of the testing requirements. Newcomers who will take the ELA will also receive the testing accommodations mandated for ELLs. Additionally, PS 4 proposes to apply Title III funds granted for the 2010-2011 school year towards a partnership with Learning through An Expanded Arts Program (LEAP). The school is considering several arts-integrated literacy programs offered by the organization in which participating ELLs will increase English language and literacy skills through the arts. Parents of Newcomers will be strongly encouraged to involve their children in the program.

c. Examination of students' results in the four modalities as assessed by the NYSESLAT indicates that the area of least proficiency for ELLs receiving 4-6 years of service is in reading and writing. Targeted instruction in these areas will be delivered to these students. The ESL teachers and classroom teachers work in collaboration with the literacy coach to improve ELL progress in reading and writing by developing individual goals for each of these students based on analysis of performance on the NYSESLAT and classroom performance. Both the ESL teachers and classroom teachers provide instruction designed to enable each student to make individual goals. Additional services are provided based on an individual-needs basis, including AIS and participation in the Extended Day program. Additionally, PS 4 proposes to apply Title III funds granted for the 2010-2011 school year towards a partnership with Learning through An Expanded Arts Program (LEAP). The school is considering several arts-integrated literacy programs offered by the organization in which participating ELLs will increase English language and literacy skills through the arts. Parents of ELLs who have been receiving services for 4-6 years will be strongly encouraged to involve their children in the program.

d. We are currently not servicing any Long Term ELL students. In the event that we need to service to a LTE student, the student will be provided with the required ESL instruction in addition to any other intervention services found necessary. Additional services may include one on one tutoring through the Reading Volunteer Program, Academic Intervention Services, inclusion in the Extended Day program, parent support workshops or other available support services. Additionally, PS 4 proposes to apply Title III funds granted for the 2010-2011 school year towards a partnership with Learning through An Expanded Arts Program (LEAP). The school is considering several arts-integrated literacy programs offered by the organization in which participating ELLs will increase English language and literacy skills through the arts. Parents of LTEs would be strongly encouraged to involve their children in the program.

e. In the event that a student is in need of Special Education services, he or she will be appropriately evaluated and placed in accordance with his/her IEP, which will indicate specific ESL instruction mandates in addition to any Special Education services needed. Additionally, PS 4 proposes to apply Title III funds granted for the 2010-2011 school year towards a partnership with Learning through An Expanded Arts Program (LEAP). The school is considering several arts-integrated literacy programs offered by the organization in which participating ELLs will increase English language and literacy skills through the arts. Parents of ELLs in need of Special Education services would be strongly encouraged to involve their children in the program.

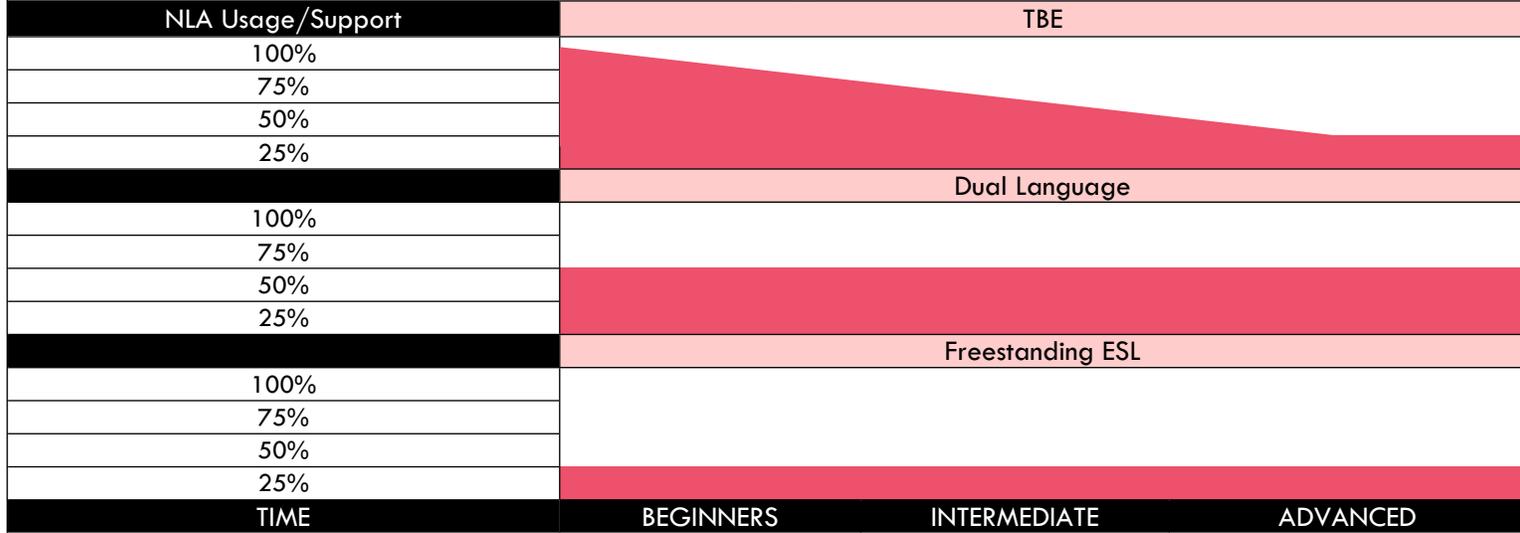
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. PS 4 offers a range of intervention services in ELA and math. Classroom teachers may recommend ELLs in need of academic support for Academic Intervention Services or I-Style, a newly implemented Extended Day program. PS 4 also offers Leveled Literacy. All PS 4 students also have Renzulli Learning accounts, an interactive software that provides differentiated instruction tailored to student interest and academic level. Additionally, ELL students may participate in PS 4's Title III program. Additionally, PS 4 proposes to apply Title III funds granted for the 2010-2011 school year towards a partnership with Learning through An Expanded Arts Program (LEAP). The school is considering several arts-integrated literacy programs offered by the organization in which participating ELLs will increase English language and literacy skills through the arts. Parents of ELLs will be strongly encouraged to involve their children in the program. All of these services are open to ELLs and offered in English.

6. Teachers of ELLs who have reached proficiency on the NYSESLAT continue to employ ESL strategies in the classroom. In addition, these students are entitled to the mandated two year extension of testing modifications.

7. For the 2010 -2011 school year, PS 4 has implemented a new, comprehensive ESL curriculum with a focus on language, literacy, and content in order to better support academic progress. Avenues, published by Hampton Brown, is utilized during ESL Pull Out sessions across all grades. Grades level books are utilized, and material is scaffolded to support each student's language and academic learning needs. Also new for the 2010-2011 school year, PS 4 has implemented a school-wide Departmentalized Reading Program in which certified teachers provide targeted reading instruction to small groups of students with similar reading levels and academic needs in order to raise performance levels in this area. The ESL teachers provide Push In services in order to provide additional support during scheduled Departmentalized Reading periods. The ESL teachers have also suggested strategies to the teachers who provide instruction to these students in the Departmentalized Reading Program in order to ensure that the students receive continued language support outside of the ESL classroom. Also for the 2010-2011 school year, I-Style, a new Extended Day program, has been implemented. I-Style aims to increase reading levels by tailoring instruction for small groups based upon the students' current reading levels, interests and learning styles.

8. PS 4 continues to provide the same programs and services for ELLs that have been in place from previous years.

9. All ELLs and former ELLs may participate in all after school and supplemental services, including AIS, I-Style, Leveled Literacy, Renzulli Learning, and LEAP.

10. For the 2010-2011 school year, PS 4 has implemented a new, comprehensive ESL curriculum with a focus on language, literacy and content in order to better support academic progress. The current instructional program incorporates the use sheltered instruction in the content areas, TPR, pictures, manipulatives, music and movement, hands-on activities, ESL software such as Kidspiration and access to various online educational websites, and employs a broad range of ESL and literacy strategies to support the ELL students.

11. Materials in the students' native languages such as books, bilingual dictionaries and glossaries are utilized in the ESL classroom to provide the mandated native language support.

12. Yes.

13. In the event that the school is aware of an incoming ELL student prior to the beginning of the school year, opportunities such as parent workshops, school tour, program review, and access to supplemental materials appropriate for the child are made available. Oral and

written information will be available in the parent's native language as well as English.

14. Electives are not offered, as PS 4 is an elementary school.

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)?

1 - 5: N/A - PS 4 does not offer a DL program.

D. Professional Development and Support for School Staff

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

1. PS 4 provides Professional Development and support for all school staff. The ESL teachers will each develop personal professional development plans for the 2010-2011 school year which will be supported by the administration. In addition, professional development for all personnel working with ELLs will take place during available time throughout the year including designated professional development days, monthly faculty and grade conferences, preparation periods, and after school workshops. Additionally, staff members may participate in professional development sessions presented by organizations such as NYS TESOL, NYSABE, or the Manhattan-Staten Island BETAC.

Below is a tentative calendar of in-house Professional Development scheduled for the 2010-2011 school year. PD workshops will be implemented by the ESL teachers. Classroom teachers, paraprofessionals and administrators will be encouraged to attend.

November - December: Incorporating ESL strategies into Instruction in the Classroom

March - April: Strategies for preparing ELLs for upcoming state exams including NYS ELA, NYS Math, and NYSESLAT (Parents of ELLs will also be encouraged to attend this session)

June: Strategies for assisting ELLs in maintaining progress throughout the summer break (Parents of ELLs will also be encouraged to attend this session)

2. Staff members such as 5th grade classroom teachers and others who work with 5th grade ELL students may participate in professional development sessions held either at school or presented by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC that focus on assisting ELLs as they transition from elementary school to middle school.

3. As per Jose P., all staff will receive at minimum 7.5 hours of ELL training through participation in Professional Development sessions with issues related to ELLs, either in-house or provided by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC.

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?

1. Parents of ELLs are invited to participate in the PTA , Parent-Teacher conferences, and Parent Coordinator workshops. During the 2010-2011 school year, the ESL teachers will also conduct workshops for parents of newly enrolled ELLs. Additionally, workshops on topics such as the NYSESLAT and strategies for supporting the academic success of the ELL child at home may be presented.
2. PS 4 proposes to partner with Learning Through an Expanded Arts Program (LEAP) during the 2010-2011 school year.
3. Parent needs are evaluated through utilizing the Learning Environment Surveys and Parent Coordinator Surveys, which are offered in English as well as the home language.
4. Based on the needs of the parents as indicated in the Learning Environment Survey and Parent Coordinator Surveys, parental involvement activities are created to educate and encourage parents in supporting their child's education at home.

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)	3	1	0	0	0	0	0	0	0	0	0	0	0	4
Intermediate(I)	0	4	1	4	0	3	0	0	0	0	0	0	0	12
Advanced (A)	5	0	4	0	0	2	0	0	0	0	0	0	0	11
Total	8	5	5	4	0	5	0	0	0	0	0	0	0	27

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	2	1	2	0	5
5	0	0	0	0	0
6	0	0	0	0	0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math <u>0</u>	0	0	0	0
Math <u>0</u>	0	0	0	0
Biology	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

1. Classroom teachers utilize TCRWP, running records, conference notes and teacher observations to assess the early literacy skills of ELLs.

C: 2 students*

(* students reading below grade level)

Second Grade: 5 students total

F: 1 student*

H: 2 students*

I: 2 students

(* students reading below grade level)

Third Grade: 4 students total

H: 2 students*

L: 2 students*

(*students reading below grade level)

Fifth: 5 students total

I: 2 students*

N: 2 students*

P: 1 student*

(*students reading below grade level)

As of October 2010, the TCRWP Reading Level data shows that the majority of our ELL students are below grade level. The implication for this year's LAP is to utilize data from the TCRWP assessments in order to focus instruction in the ESL program and in classrooms with ELLs towards raising performance levels in reading to grade level or above for all ELLs.

2. Data patterns across proficiency levels on the LAB R and NYSESLAT and grades reveal that the majority of our ELLs across all grades scored either Advanced or Proficient in the Speaking/Listening portions. The data shows that the majority of our ELLs scored low on the Reading/Writing portions. A current ATS RLAT report containing 2010 NYSESLAT scores including a Modality Analysis for each of our ELLs indicates that reading is the area of least proficiency for our K-3 ELLs, whereas writing is the area of least proficiency for our current 5th grade ELLs.

3. Examination of the students' results in the four modalities as assessed by the 2010 NYSESLAT indicate that the greatest proficiencies lie in listening and speaking. Data from the 2010 NYSESLAT reveals that the area of least proficiency for the majority of our current K-3 ELLs is reading, while the area of least proficiency for our current 5th grade ELLs is writing. The implications for this year's LAP is to focus instruction in the ESL program and in classrooms with ELLs towards reaching proficiency in all four modalities with the greatest emphasis on reading for the K-3 ELLs and writing for the 5th grade ELLs.

4. a) A thorough examination of student results on the 2010 NYS exams has revealed certain patterns across proficiencies and grades. In summary, there seems to exist a correlation between English proficiency as indicated by the NYSESLAT and performance on NYS exams. A more detailed analysis follows:

Grade 4 NYS ELA: During the 2009-2010 school year, there were seven Grade 4 ELLs at PS 4. Two of these Grade 4 ELLs were exempt from taking the 2010 NYS ELA, as they had been in the US for less than 1 year at the time exam was administered. The remaining five Grade 4 ELLs were administered the 2010 Grade 4 ELA exam. Two out of these five students scored a Level 3 on the 2010 NYS ELA. One went on to score Proficient on the 2010 NYSESLAT and the other scored Advanced on the 2010 NYSESLAT. One student scored a Level 2 on the 2010 ELA, and later went on to score Proficient on the 2010 NYSESLAT. Two students scored a Level 1 on the 2010 ELA, and both also scored Intermediate on the 2010 NYSESLAT. Please also note that both of these students have been X coded for several years. The implication for this year's LAP is to utilize test data from the 2010 ELA and 2010 NYSESLAT in order to focus instruction in the ESL program and in classrooms with ELLs towards increasing performance in the reading and writing areas that pose the greatest challenges for these students.

Grade 5 NYS ELA: During the 2009-2010 school year, there was one Grade 5 ELL at PS 4. This student was exempt from taking the 2010 Grade 5 ELA, as she had been in the US for less than 1 year at the time the exam was administered.

Grade 4 NYS Math: During the 2009-2010 school year, there were seven Grade 4 ELLs at PS 4. Two of these students scored a Level 3 on the 2010 NYS Math, and both of these students also went on to score Proficient on the 2010 NYSESLAT. Three students scored a Level 2,

two of which scored Advanced on the 2010 NYSESLAT and one of which scored Intermediate on the 2010 NYSESLAT. One of these Advanced ELLs utilized the NYSED Grade 3-5 Bilingual English/Arabic Mathematics Glossary during the exam. Two students scored a Level 1 on the NYS Math, and both also scored Intermediate on the 2010 NYSESLAT. One of these Intermediate ELLs was provided the testing modification of Simultaneous Use of English and Alternative Language Edition (Spanish) and utilized the NYSED Grade 3-5 Bilingual English/Spanish Mathematics Glossary during the exam. The other Intermediate ELL is X Coded. The implication for this year's LAP is to utilize test data from the 2010 NYS Math such as item analysis reports in order to focus instruction in the ESL program and in classrooms with ELLs towards increasing performance in the areas of greatest difficulty as indicated by test data. For example, the ESL teachers and classroom teachers may employ ESL strategies in teaching challenging mathematical concepts and provide explicit mathematics vocabulary instruction.

Grade 5 NYS Math: During the 2009-2010 school year, there was one Grade 5 ELL at PS 4. The student, who utilized the NYSED Grade 3-5 Bilingual English/Arabic mathematics Glossary during the exam, scored a Level 2 on the 2010 NYS Math exam, and scored Proficient on the 2010 NYSESLAT.

Grade 4 NYS Science: During the 2009-2010 school year, there were seven Grade 4 ELLs at PS 4. Three students scored a Level 3 on the 2010 NYS Science exam. Two of these students went on the score Proficient on the 2010 NYSESLAT, and the third scored Advanced. Four students scored a Level 2 on the 2010 NYS Science exam. Out of these four ELLs who scored Level 2, one scored Advanced on the 2010 NYSESLAT and three scored Intermediate. One of these students was provided the testing modification of Simultaneous Use of English and Alternative Language Edition (Spanish) and utilized the NYSED Grade 3-5 Bilingual English/Spanish Science Glossary, and a second ELL utilized the NYSED Grade 3-5 Bilingual English/Arabic Glossary during the exam. The two other ELLs who scored Level 2 have been X Coded for several years. The implication for this year's LAP is to utilize test data from the 2010 NYS Science such as item analysis reports in order to focus instruction in the ESL program and in classrooms with ELLs towards increasing performance in the areas that pose the greatest challenges for these students. For example, test data may indicate a need for explicit science vocabulary instruction or additional sheltered instruction techniques in teaching various scientific concepts.

Grade 5 NYS Social Studies: During the 2009-2010 school year, there was one Grade 5 ELL at PS 4. However, she was not enrolled at the time the NYS Social Studies exam was administered.

Please see Additional Information section for further explanation regarding testing modifications provided on 2010 NYS exams.

- b. PS 4 has opted not to conduct the ELL Periodic Assessments, since we only have nine ELLs total in Grades 3 - 5 combined.
- c. N/A: See above.

5. a -c. N/A: PS 4 does not offer a DL program.

6. The success of our ESL program is evaluated based on student performance on the NYSESLAT as well as progress documented through formal assessments, conference notes, running records and informal observations by the ESL and classroom teachers.

Additional Information

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

Additional Information

Part V. A) Assessment Breakdown

NYS ELA: As per NYS Testing Modifications for ELLs, the following test modifications were provided for the 2010

Part VI: LAP Assurances

NYS Math: As per NYS Testing Modifications for ELLs, the following test modifications were provided for the 2010

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 004 Maurice Wollin					
District:	31	DBN:	31R004	School		353100010004

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	36	34		93.4	94.8	94.3
Kindergarten	128	117	117				
Grade 1	144	122	124	Student Stability - % of Enrollment:			
Grade 2	117	145	131	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	130	114	146		98.1	97.4	98.0
Grade 4	125	131	115				
Grade 5	110	122	137	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		26.8	41.7	41.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	3	2
Grade 12	0	0	0				
Ungraded	3	5	2	Recent Immigrants - Total Number:			
Total	792	792	806	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	4	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	43	44	44	Principal Suspensions	0	0	3
# in Collaborative Team Teaching (CTT) Classes	68	92	111	Superintendent Suspensions	0	2	0
Number all others	60	55	52				

These students are included in the enrollment information above.

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

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	33	28	TBD	Number of Teachers	72	81	89
# ELLs with IEPs	1	5	TBD	Number of Administrators and Other Professionals	20	21	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	13	12	25

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	98.8	100.0
				% more than 2 years teaching in this school	62.5	67.9	80.9
				% more than 5 years teaching anywhere	41.7	49.4	59.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	94.0	95.5
American Indian or Alaska Native	0.9	0.5	0.5	% core classes taught by "highly qualified" teachers	100.0	98.4	100.0
Black or African American	1.5	1.3	1.4				
Hispanic or Latino	13.8	11.6	12.5				
Asian or Native Hawaiian/Other Pacific	7.2	6.7	6.3				
White	76.0	79.3	79.0				
Male	55.2	55.4	54.8				
Female	44.8	44.6	45.2				

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

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	23.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	16						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

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

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