



P.S./M.S. 004 CROTONA PARK WEST

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S./M.S. 004 CROTONA PARK WEST
ADDRESS: 1701 FULTON AVENUE
TELEPHONE: 718-583-6655
FAX: 718-583-6668

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900010004 **SCHOOL NAME:** P.S./M.S. 004 Crotona Park West

SCHOOL ADDRESS: 1701 FULTON AVENUE, BRONX, NY, 10457

SCHOOL TELEPHONE: 718-583-6655 **FAX:** 718-583-6668

SCHOOL CONTACT PERSON: VINCENT RESTO **EMAIL ADDRESS:** VResto@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Victor Vargas

PRINCIPAL: VINCENT RESTO

UFT CHAPTER LEADER: Crysta Kearney

PARENTS' ASSOCIATION PRESIDENT: Fietta Campbell

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: ROBERT COHEN/Martha Frans

SUPERINTENDENT: DOLORES ESPOSITO

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 |
|-----------------|---|--------------------------------|
| Vincent Resto | Principal | Electronic Signature Approved. |
| Victor Vargas | UFT Member | |
| Crysta Kearney | UFT Chapter Leader | |
| Fran Fenster | UFT Member | |
| Wendy Tranthman | Parent | |
| Campbell Fietta | PA/PTA President or Designated Co-President | |
| Rosie Fetter | Parent | |
| Ernestine Brown | Parent | |
| Rosario Ocasio | 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.

PS/MS 4 is a K-8 five story educational facility constructed in 1896, in the Bronx. The facility is comprised of two buildings: the early childhood center located in an adjacent building, housing Kindergarten to 2nd grade and the main building housing grades 3 through 8. In 2006, the Department of Education subdivided the main building and took over the Middle School to institute a High School Leadership Academy. The Middle School is now on the fifth floor of the main building. The school shares common areas with the High School that includes the student lunchroom, gym, indoor yard, auditorium, a corridor with a common bathroom area and the nurse's office.

The PS/MS 4 buildings are bounded by Crotona Park, the Cross Bronx Expressway, and the Bathgate Industrial Park. As a result of this unique setting, over 30% of our 529 student population is bused in from other overcrowded schools in adjacent neighborhoods. A new multi-family housing complex has been constructed across from the school on 173rd Street between Fulton Avenue and Third Avenue. Families are scheduled to occupy the building complex as of July 1, 2010. This will certainly increase the student population of PS/MS 4.

Approximately 60% of our population is Hispanic, 38.5% are African American, and less than 2% are classified as other. Over 33% of our student body is classified as Special Education and 96% of the total school population is eligible for free lunch.

In the spring of 2002, PS/MS 4 was designated as a SURR School, a School in Need of Improvement, and became part of the Chancellor's Schools. As part of District 85, the school changed administrative staff and a 50% change in the instructional staff. SURR identification was based on deficiencies in English Language Arts in grade 4 and Mathematics grade 8. The following year the school underwent restructuring with another change in leadership. The school was removed from the SURR List in 2005. Today, under NCLB, the school is identified as a School in Need of Improvement, Advanced.

Presently, PS/MS 4's philosophy speaks to the creation of a school where every child receives a comprehensive and equitable education. The school's vision, collaboratively drafted, is to develop learners for life. We strongly support all students, teachers, administrators and all staff to provide a positive learning environment. Our mission is to continue to create an academic environment where children are first. We embrace diversity and commit to the core value of mutual respect among and between students, faculty, administrators, parents, and the community at large. High student expectations, collaborative teacher and parent planning, standards based data driven instruction, and administrative support will enable teachers and parents to meet the individual needs of every child. PS/MS 4 will work to produce children who grow to be critical thinkers, life-long learners, and constructive productive members of society.

Through a variety of grants and special programs, the current school provides students with a wide scope of educational experiences. The Broadway Junior Program enables students to train in the performing arts. Through Writing Matters, Middle School students are provided with additional support in a variety of writing genres. Special Education Students and English Language Learners are afforded additional support in writing through the Teachers and Writers Collaborative program. A collaboration with the PHIPPS Corporation, a community based organization, supports students with the development of social skills through recreation while strengthening academic advancement

through an instructional component.

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./M.S. 004 Crotona Park West | | | | | | | | |
| District: | | 9 | DBN #: | | 09X004 | School BEDS Code: | | | | |
| DEMOGRAPHICS | | | | | | | | | | |
| Grades Served: | | <input type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 |
| | | <input checked="" type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input checked="" type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: - % of days students attended*: | | | | | | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Pre-K | | 0 | 0 | 0 | | | 89.6 | 91.2 | TBD | |
| Kindergarten | | 39 | 42 | 57 | | | | | | |
| Grade 1 | | 48 | 41 | 49 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | | 61 | 48 | 38 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 3 | | 42 | 48 | 40 | | | 90.3 | 90.37 | TBD | |
| Grade 4 | | 58 | 39 | 41 | | | | | | |
| Grade 5 | | 64 | 56 | 37 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 6 | | 49 | 71 | 54 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 7 | | 81 | 46 | 64 | | | 92.1 | 90 | 96.7 | |
| Grade 8 | | 62 | 85 | 43 | | | | | | |
| 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 | | | 19 | 41 | TBD | |
| Grade 12 | | 0 | 0 | 0 | | | | | | |
| Ungraded | | 18 | 10 | 4 | Recent Immigrants - Total Number: | | | | | |
| Total | | 522 | 486 | 427 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| | | | | | | | 1 | 6 | 1 | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) - Total Number: | | | | | | |
| <i>(As October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| # in Self-Contained Classes | | 95 | 78 | 43 | Principal Suspensions | | 53 | 66 | TBD | |
| # in Collaborative Team Teaching (CTT) Classes | | 27 | 25 | 30 | Superintendent Suspensions | | 21 | 23 | TBD | |
| Number all others | | 27 | 18 | 21 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | Special High School Programs - Total Number: | | | | | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | | CTE Program Participants | | 0 | 0 | 0 | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | Early College HS Participants | | 0 | 0 | 0 | |
| # in Transitional Bilingual Classes | | 10 | 9 | 0 | | | | | | |

| | | | | | | | |
|---|---|--|---------|--|---|---------|---------|
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Staff - Includes all full-time staff. | | | |
| # receiving ESL services only | 84 | 58 | 63 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # ELLs with IEPs | 11 | 9 | 26 | Number of Teachers | 67 | 59 | TBD |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Administrators and Other Professionals | 18 | 15 | TBD |
| | | | | Number of Educational Paraprofessionals | 4 | 4 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 5 | 4 | TBD | % fully licensed & permanently assigned to this school | 100 | 100 | TBD |
| | | | | % more than 2 years teaching in this school | 65.7 | 67.8 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % more than 5 years teaching anywhere | 64.2 | 66.1 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % Masters Degree or higher | 81 | 83 | TBD |
| American Indian or Alaska Native | 0.8 | 0.4 | 0.5 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 93.5 | 100 | TBD |
| Black or African American | 42.7 | 44.7 | 46.1 | | | | |
| Hispanic or Latino | 55.4 | 53.3 | 49.4 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 1.2 | 1 | 0.5 | | | | |
| White | 0 | 0.2 | 0.5 | | | | |
| Multi-racial | | | | | | | |
| Male | 54.2 | 49.2 | 48.5 | | | | |
| Female | 45.8 | 50.8 | 51.5 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | | <input type="checkbox"/> Non-Title I | | |
| Years the School Received Title I Part A Funding: | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | If yes, area(s) of SURR identification: | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| In Good Standing (IGS) | | <input 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 Basic Comprehensive <input type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | | |
| Focused <input checked="" 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 | Ysh | √ | | | | | |
| Limited English Proficient | Ysh | √ | - | | | | |
| Economically Disadvantaged | √ | √ | | | | | |
| Student groups making AYP in each subject | 6 | 6 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results - 2008-09 | | Quality Review Results - 2008-09 | |
|--|-------|--|--|
| Overall Letter Grade | A | Overall Evaluation: | |
| Overall Score | 104.2 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 9.4 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 23.5 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 60 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 11.3 | 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?

A Comprehensive Review of all Data which informs the school's educational programs include:

375 Tested

| | 2010 | 2009 | 2009-2010 |
|---------|-------|-------|-----------|
| Level 1 | 18.0% | 4.4% | 13.6% |
| Level 2 | 56.6% | 37.4% | 19.2% |
| Level 3 | 22.3% | 56.9% | -34.6% |
| Level 4 | 3.1% | 1.3% | 1.8% |

Student Performance Trends

According to the ELA score results from 2010, the following findings are recorded for all students.

- There is an increase in level 1 students of 13.6%
- There is an increase in level 2 students of 19.2%
- There is a decrease in level 3 students of 34.5%
- There is an increase in level 4 students of 1.8%
- There is an overall decrease in all student performance across grades 3 through 8 of 32.8%
- 32.8% of the student body is reading below grade level

Grade 3 – ALL STUDENTS

| Grade 3 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 22.5% | 8.7% | 13.8% |
| Level 2 | 45.0% | 30.4% | 14.6% |
| Level 3 | 20.0% | 54.3% | -34.3% |
| Level 4 | 12.5% | 6.5% | 6.0% |

Student performance in the 2010 school year for all grade 3 students is as follows:

- There is an increase in level 1 students of 13.8%
- There is an increase in level 2 students of 14.6%
- There is a decrease in level 3 students of 34.3%
- There is an increase in level 4 students of 6.0%
- There is an overall decrease in all student performance of 28.3%, in grade 3

Grade 4 – ALL STUDENTS

MARCH 2011

| Grade 4 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 12.8% | 8.6% | 4.2% |
| Level 2 | 53.8% | 14.3% | 39.5% |
| Level 3 | 33.5% | 74.3% | -41.0% |
| Level 4 | 0.0% | 2.9% | -2.9% |

Student performance in the 2010 school year for all grade 4 students is as follows:

- There is a decrease in level 1 students of 4.2%
- There is a decrease in level 2 students of 39.5%
- There is an increase in level 3 students of 41.0%
- There is a decrease of 2.9% change in the percent of level 4 students
- There is an overall decrease in all student performance of 43.9%, in grade 4

Grade 5 – ALL STUDENTS

| Grade 5 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 18.2% | 2.0% | 16.2% |
| Level 2 | 63.6% | 51.0% | 13.6% |
| Level 3 | 12.1% | 46.9% | -34.8% |
| Level 4 | 6.1 | 0.0% | 6.1% |

Student performance in the 2010 school year for all grade 5 students is as follows:

- There is an increase in level 1 students of 16.2%
- There is an increase in level 2 students of 13.6%
- There is a decrease in level 3 students of 34.8%
- There is a 6.1% change in the percent of level 4 students
- There is an overall increase in all student performance of 28.7%, in grade 5

Grade 6 – ALL STUDENTS

| Grade 6 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 28.3% | 0.0% | 28.3% |
| Level 2 | 63.0% | 32.8% | 30.2% |
| Level 3 | 8.7% | 67.2% | -58.5% |
| Level 4 | 0.0% | 0.0% | 0.0% |

Student performance in the 2010 school year for all grade 6 students is as follows:

- There is an increase in level 1 students of 28.3%
- There is an increase in level 2 students of 30.2%
- There is a decrease in level 3 students of 58.5%
- There is no change in the % of level 4 students.
- There is an overall decrease in all student performance of 58.5%, in grade 6

Grade 7 – ALL STUDENTS

| Grade 7 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 15.5% | 0.0% | 15.5% |
| Level 2 | 67.2% | 25.6% | 41.6% |
| Level 3 | 17.2% | 74.4% | -57.2% |
| Level 4 | 0.0% | 0.0% | 0.0% |

Student performance in the 2010 school year for all grade 7 students is as follows:

- There is an increase in level 1 students of 15.5%
- There is an increase in level 2 students of 41.6%
- There is a decrease in level 3 students of 57.2%
- There is no change in the % of level 4 students.
- There is an overall decrease in all student performance of 57.2%, in grade 7

Grade 8 – ALL STUDENTS

| Grade 8 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 10.0% | 7.4% | 2.6% |
| Level 2 | 42.5% | 53.1% | -10.6% |
| Level 3 | 45.0% | 39.5% | 5.5% |
| Level 4 | 2.5% | 0.0% | 2.5% |

Student performance in 2010 school year for all grade 8 students is as follows:

- There is an increase in level 1 students of 2.6%
- There is a decrease in level 2 students of 10.6%
- There is an increase in level 3 students of 5.5%
- There is an increase in level 4 students of 2.5%
- There is an overall increase in all student performance of 8.0%, in grade 8

MATHEMATICS: NEW YORK STATE TEST RESULTS

The current math scores for 2010, for all students tested, show the following trend in student performance:

| All Students | 318 Tested | 369 Tested | |
|--------------|------------|------------|-------------|
| | 2010 | 2009 | 2009 - 2010 |
| Level 1 | 10.5% | 3.1% | 7.4% |
| Level 2 | 47.3% | 14.2% | 33.1% |
| Level 3 | 30.5% | 60.1% | -29.6% |
| Level 4 | 11.7% | 22.6% | -10.9% |

Student Performance Trends

According to the math results from 2010, the following findings are recorded for all students.

- There is an increase in level 1 students of 7.4%
- There is an increase in level 2 students of 33.1%
- There is a decrease in level 3 students of 29.6%
- There is a decrease in level 4 students of 10.9%
- There is an overall decrease in all student performance across grades 3 through 8 of 40.5%

Grade 3 – ALL STUDENTS

| Grade 3 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 5.0% | 2.2% | 2.8% |
| Level 2 | 52.0% | 2.2% | 49.8% |
| Level 3 | 22.5% | 58.7% | -36.2% |

Level 4 22.5% 37.0% -14.5%

Student performance in the 2010 school year for all grade 3 students is as follows:

- There is an increase in level 1 students of 2.8%
- There is an increase in level 2 students of 49.8%
- There is a decrease in level 3 students of 36.2%
- There is a decrease in level 4 students of 14.5%
- There is an overall increase in all student performance of 50.7%, in grade 3

Grade 4 – ALL STUDENTS

| Grade 4 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 5.1% | 5.4% | -0.3% |
| Level 2 | 38.5% | 8.1% | 30.4% |
| Level 3 | 38.5% | 43.2% | -4.7% |
| Level 4 | 17.9% | 43.2% | -25.3% |

Student performance in the 2010 school year for all grade 4 students is as follows:

- There is a decrease in level 1 students of 0.3%
- There is an increase in level 2 students of 30.4%
- There is a decrease in level 3 students of 4.7%
- There is a decrease in level 4 students of 25.3%
- There is an overall decrease in all student performance of 30.0%, in grade 4

Grade 5 – ALL STUDENTS

| Grade 5 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 6.1% | 4.1% | 2.0% |
| Level 2 | 45.5% | 22.4% | 23.1% |
| Level 3 | 36.4% | 57.1% | -20.7% |
| Level 4 | 12.1% | 16.3% | -4.2% |

Student performance in the 2010 school year for all grade 5 students is as follows:

- There is an increase in level 1 students of 2.0%
- There is an increase in level 2 students of 23.1%
- There is a decrease in level 3 students of 20.7%
- There is a decrease in level 4 students of 4.2%
- There is an overall decrease in all student performance of 24.9%, in grade 5

Grade 6 – ALL STUDENTS

| Grade 6 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 21.7% | 4.6% | 17.1% |
| Level 2 | 52.2% | 16.9% | 35.3% |
| Level 3 | 15.2% | 60.0% | -44.8% |
| Level 4 | 10.9% | 18.5% | -7.6% |

Student performance in the 2010 school year for all grade 6 students is as follows:

- There is an increase in level 1 students of 17.1%
- There is an increase in level 2 students of 35.3%
- There is a decrease in level 3 students of 44.8%
- There is a decrease in level 4 students of 7.6%

- There is an overall decrease in all student performance of 52.4%, in grade 6

Grade 7 – ALL STUDENTS

| Grade 7 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 13.8% | 0.0% | 13.8% |
| Level 2 | 44.8% | 11.9% | 32.9% |
| Level 3 | 32.8% | 76.2% | -43.4% |
| Level 4 | 8.6% | 11.9% | -3.3% |

Student performance in the 2010 school year for all grade 7 students is as follows:

- There is an increase in level 1 students of 13.8%
- There is an increase in level 2 students of 32.9%
- There is a decrease in level 3 students of 43.4%
- There is a decrease in level 4 students of 3.3%
- There is an overall decrease in all student performance of 46.7%, in grade 7

Grade 8 – ALL STUDENTS

| Grade 8 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 7.5% | 2.5% | 5.0% |
| Level 2 | 52.5% | 17.7% | 34.8% |
| Level 3 | 40.0% | 62.0% | -22.0% |
| Level 4 | 0.0% | 17.7% | -17.7% |

Student performance in the 2010 school year for all grade 8 students is as follows:

- There is an increase in level 1 students of 5.0%
- There is an increase in level 2 students of 34.8%
- There is a decrease in level 3 students of 22.0%
- There is a decrease in level 4 students of 17.7%
- There is an overall decrease in all student performance of 39.7%, in grade 8

NEW YORK STATE ENGLISH LANGUAGE ARTS TEST RESULTS - ELL POPULATION

ELL Student Performance Trends

According to the ELA score results from 2010, the following findings are recorded for all ELL students.

The current ELA scores for 2010, for all ELL students tested, show the following trend in student performance:

| All Students | 41 Tested | | 57 Tested | |
|--------------|-----------|-------|-------------|--|
| | 2010 | 2009 | 2009 - 2010 | |
| Level 1 | 36.6% | 14.0% | 22.6% | |
| Level 2 | 53.7% | 64.9% | -11.2% | |
| Level 3 | 9.8% | 19.3% | -9.5% | |
| Level 4 | 0.0% | 1.8% | -1.8% | |

MARCH 2011

- There is an increase in level 1 ELL students of 22.6%
- There is a decrease in level 2 ELL students of 11.2%
- There is a decrease in level 3 ELL students of 9.5%
- There was an decrease in level 4 ELL students of 1.8%
- There is an overall decrease in all ELL student performance across grades 3 through 8 of 11.3%

Grade 3 - ELL STUDENTS

| Grade 3 | 2010 | 2009 | 2009 - 2010 |
|---------|------|-------|-------------|
| Level 1 | NA% | 12.5% | NA% |
| Level 2 | NA% | 37.5% | NA% |
| Level 3 | NA% | 37.5% | NA% |
| Level 4 | NA% | 12.5% | NA% |

Insignificant number of ELL students in 3rd grade for statistical comparison.

Grade 4 - ELL STUDENTS

| Grade 4 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|------|-------------|
| Level 1 | 16.7% | NA% | NA% |
| Level 2 | 33.3% | NA% | NA% |
| Level 3 | 50.0% | NA% | NA% |
| Level 4 | 0.0% | NA% | NA% |

Insignificant number of ELL students in 4th grade for statistical comparison.

Grade 5 - ELL STUDENTS

| Grade 5 | 2010 | 2009 | 2009 - 2010 |
|---------|------|------|-------------|
| Level 1 | NA% | NA% | NA% |
| Level 2 | NA% | NA% | NA% |
| Level 3 | NA% | NA% | NA% |
| Level 4 | NA% | NA% | NA% |

Insignificant number of ELL students in 5th grade for statistical comparison.

Grade 6 - ELL STUDENTS

| Grade 6 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 40.0% | 0.0% | 40.0% |
| Level 2 | 60.0% | 69.2% | -9.2% |
| Level 3 | 0.0% | 30.8% | -30.8% |
| Level 4 | 0.0% | 0.0% | 0.0% |

- There is an increase in level 1 ELL students of 40.0%
- There is a decrease in level 2 ELL students of 9.2%
- There is a decrease in level 3 ELL students of 30.8%
- There were no level 4 ELL students
- There is an overall decrease in all ELL student performance of 30.8%, in grade 6

Grade 7 - ELL STUDENTS

| Grade 7 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 38.5% | 0.0% | 38.5% |
| Level 2 | 53.8% | 71.4% | -17.6% |
| Level 3 | 7.7% | 28.6% | -20.9% |
| Level 4 | 0.0% | 0.0% | 0.0% |

- There is an increase in level 1 ELL students of 38.5%
- There is a decrease in level 2 ELL students of 17.6%
- There is a decrease in level 3 ELL students of 20.9%
- There were no level 4 ELL students
- There is an overall decrease in all ELL student performance of 20.9%, in grade 7

Grade 8 - ELL STUDENTS

| Grade 8 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 33.3% | 26.3% | 7.0% |
| Level 2 | 66.7% | 68.4% | -1.7% |
| Level 3 | 0.0% | 5.3% | -5.3% |
| Level 4 | 0.0% | 0.0% | 0.0% |

- There is an increase in level 1 ELL students of 7.0%
- There is a decrease in level 2 ELL students of 1.7%
- There is a decrease in level 3 ELL students of 5.3%
- There were no level 4 ELL students
- There is an overall decrease in all ELL student performance of 5.3%, in grade 8

MATHEMATICS: NEW YORK STATE TEST RESULTS - ELL POPULATION

ELL Student Performance Trends

According to the Mathematics score results from 2010, the following findings are recorded for all ELL students.

All Students

| | 44 Tested | 57 Tested | |
|---------|-----------|-----------|-------------|
| | 2010 | 2009 | 2009 - 2010 |
| Level 1 | 22.2% | 5.9% | 16.3% |
| Level 2 | 57.7% | 17.6% | 40.1% |
| Level 3 | 17.7% | 64.7% | -47.0% |
| Level 4 | 2.2% | 11.8% | -9.6% |

- There is an increase in level 1 ELL students of 16.3%
- There is an increase in level 2 ELL students of 40.1%
- There is a decrease in level 3 ELL students of 47.0%
- There is a decrease in level 4 ELL students of 9.6%
- There is an overall decrease in all ELL student performance across grades 3 through 8 of 56.6%

Grade 3 - ELL STUDENTS

| Grade 3 | 2010 | 2009 | 2009 - 2010 |
|---------|------|-------|-------------|
| Level 1 | NA% | 0.0% | NA% |
| Level 2 | NA% | 12.5% | NA% |
| Level 3 | NA% | 37.5% | NA% |
| Level 4 | NA% | 50.0% | NA% |

There is an insignificant number of ELL students in grade 3 for statistical comparison.

Grade 4 - ELL STUDENTS

| Grade 4 | 2010 | 2009 | 2009 - 2010 |
|---------|--------|-------|-------------|
| Level 1 | 0.0% | 14.3% | -14.3% |
| Level 2 | 50.0% | 14.3% | 35.7% |
| Level 3 | 33.3 % | 71.4% | -38.1% |
| Level 4 | 16.6% | 0.0% | 16.6% |

ELL grade 4 student performance in the 2010 school year is as follows:

- There is a decrease in level 1 ELL students of 14.3%
- There is an increase in level 2 ELL students of 35.7%
- There is a decrease in level 3 ELL students of 38.1%
- There is an increase in level 4 ELL students of 16.6%
- There is an overall decrease in all ELL student performance of 21.5%, in grade 4

Grade 5 - ELL STUDENTS

| Grade 5 | 2010 | 2009 | 2009 - 2010 |
|---------|------|------|-------------|
| Level 1 | NA% | NA% | NA% |
| Level 2 | NA% | NA% | NA% |
| Level 3 | NA% | NA% | NA% |
| Level 4 | NA% | NA% | NA% |

There is an insignificant number of ELL students in grade 5 for statistical comparison.

Grade 6 - ELL STUDENTS

| Grade 6 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 27.3% | 15.4% | 11.9% |
| Level 2 | 45.5% | 23.1% | 22.4% |
| Level 3 | 27.3% | 61.5% | -34.2% |
| Level 4 | 0.0% | 0.0% | 0.0% |

ELL grade 6 student performance in the 2010 school year is as follows:

- There is an increase in level 1 ELL students of 11.9%
- There is an increase in level 2 ELL students of 22.4%
- There is a decrease in level 3 ELL students of 34.2%
- There were no level 4 ELL students
- There is an overall decrease in all ELL student performance of 34.2%, in grade 6

Grade 7 - ELL STUDENTS

| Grade 7 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 28.6% | 0.0% | 28.6% |
| Level 2 | 57.1% | 42.9% | 14.2% |
| Level 3 | 14.3% | 57.1% | -42.8% |
| Level 4 | 0.0% | 0.0% | 0.0% |

ELL grade 7 student performance in the 2010 school year is as follows:

- There is an increase in level 1 ELL students of 28.6%
- There is an increase in level 2 ELL students of 14.2%
- There is a decrease in level 3 ELL students of 42.8%
- There were no level 4 ELL students
- There is an overall decrease in all ELL student performance of 42.8%, in grade 7

| | 2009 | 2009 - 2010 | |
|---------|-------|-------------|--------|
| Level 1 | 42.9% | 5.9% | 37.0% |
| Level 2 | 57.1% | 17.6% | 39.5% |
| Level 3 | 0.0% | 64.7% | -64.7% |
| Level 4 | 0.0% | 11.8% | -11.8% |

ELL grade 8 student performance in the 2010 school year is as follows:

- There is an increase in level 1 ELL students of 37.0%
- There is an increase in level 2 ELL students of 39.5%
- There is a decrease in level 3 ELL students of 64.7%
- There is a decrease in level 4 students of 11.8%
- There is an overall decrease in all ELL student performance of 76.5%, in grade 8

NEW YORK STATE ENGLISH LANGUAGE ARTS TEST RESULTS - SPECIAL EDUCATION POPULATION

SPECIAL EDUCATION Student Performance Trends

According to the ELA score results from 2010, the following findings are recorded for all Special Education students.

TOTAL - SPECIAL EDUCATION STUDENTS

| TOTAL | 2010 (59 students) | 2009 (93 students) | 2009 - 2010 |
|---------|-----------------------|-----------------------|-------------|
| Level 1 | 52.5% | 11.8% | 40.7% |
| Level 2 | 35.6% | 57.0% | -21.4% |
| Level 3 | 11.9% | 31.2% | -19.3% |
| Level 4 | 0.0% | 0.0% | 0.0% |

Special education student performance in grades 3 through 8 in the 2010 school year is as follows:

- There is a decrease in level 1 students of 40.7%
- There is a decrease in level 2 students of 21.4%
- There is an increase in level 3 students of 19.3%
- There are no level 4 students
- There is an overall increase in all student performance across grades 3 through 8 of 19.3%

Grade 3 - SPECIAL EDUCATION STUDENTS

| Grade 3 | 2010 | 2009 | 2009 - 2010 |
|---------|------|-------|-------------|
| Level 1 | NA% | 33.3% | NA% |
| Level 2 | NA% | 0.0% | NA% |
| Level 3 | NA% | 66.7% | NA% |
| Level 4 | NA% | 0.0% | NA% |

There is an insignificant number of special education students in grade 3 for statistical comparison.

Grade 4 - SPECIAL EDUCATION STUDENTS

| Grade 4 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|------|-------------|
| Level 1 | 44.4% | NA% | NA% |
| Level 2 | 11.1% | NA% | NA% |
| Level 3 | 44.4% | NA% | NA% |
| Level 4 | 0.0% | NA% | NA% |

There is an insignificant number of special education students in grade 4 for statistical comparison.

Grade 5 - SPECIAL EDUCATION STUDENTS

| Grade 5 | 2010 | 2009 | 2009 - 2010 |
|---------|------|-------|-------------|
| Level 1 | NA% | 6.3% | NA% |
| Level 2 | NA% | 81.3% | NA% |
| Level 3 | NA% | 12.5% | NA% |

Level 4 NA% 0.0% NA%

There is an insignificant number of special education students in grade 4 for statistical comparison.

Grade 6 - SPECIAL EDUCATION STUDENTS

| Grade 6 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 68.8% | 0.0% | 68.8% |
| Level 2 | 31.3% | 56.0% | -24.7% |
| Level 3 | 0.0% | 44.0% | -44.0% |
| Level 4 | 0.05 | 0.0% | 0.0% |

Special education student performance in grade 6 in the 2010 school year is as follows:

- There is an increase in level 1 special education students of 68.8%
- There is a decrease in level 2 special education students of 24.7%
- There is a decrease in level 3 special education students of 44.0%
- There were no level 4 special education students
- There is an overall decrease in all special education student performance of 44.0%, in grade 6

Grade 7 - SPECIAL EDUCATION STUDENTS

| Grade 7 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 35.0% | 0.0% | 35.0% |
| Level 2 | 60.0% | 50.0% | 10.0% |
| Level 3 | 5.0% | 50.0% | -45.0% |
| Level 4 | 0.0% | 0.0% | 0.0% |

Special education student performance in grade 7 in the 2010 school year is as follows:

- There is an increase in level 1 special education students of 35.0%
- There is an increase in level 2 special education students of 10.0%
- There is a decrease in level 3 special education students of 45.0%
- There were no level 4 special education students
- There is an overall increase in all special education student performance of 45.0%, in grade 7

Grade 8 - SPECIAL EDUCATION STUDENTS

| Grade 8 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 42.9% | 19.4% | 23.5% |
| Level 2 | 28.6% | 61.3% | -32.7% |
| Level 3 | 28.6% | 19.4% | 9.4% |
| Level 4 | 0.0% | 0.0% | 0.0% |

Special education student performance in grade 8 in the 2010 school year is as follows:

- There is an increase in level 1 special education students of 23.5%
- There is a decrease in level 2 special education students of 32.7%
- There is an increase in level 3 special education students of 9.4%
- There were no level 4 special education students
- There is an overall increase in all special education student performance of 9.4%, in grade 8

SPECIAL EDUCATION Student Performance Trends

According to the mathematics test score results in 2010 school year, the following findings are recorded for all special education students.

All Students

| | 76 Tested | | 93 Tested |
|---------|-----------|-------|-------------|
| | 2010 | 2009 | 2009 - 2010 |
| Level 1 | 30.1% | 7.5% | 22.6% |
| Level 2 | 44.7% | 28.0% | 16.7% |
| Level 3 | 22.4% | 58.1% | -35.7% |
| Level 4 | 2.6% | 6.5% | -3.9% |

SPECIAL EDUCATION - Mathematics over all student performance trends (2009-2010)

Special education student performance in grades 3 through 8, in the 2009 school year is as follows:

- There is an increase in level 1 special education students of 22.6%
- There is an increase in level 2 special education students of 16.7%
- There is a decrease in level 3 special education students of 35.7%
- There is a decrease in level 4 special education students of 3.9%
- There is an overall decrease in all special education student performance across grades 3 through 8 of 39.6%

Grade 3 - SPECIAL EDUCATION STUDENTS

| Grade 3 | 2010 | 2009 | 2009 - 2010 |
|---------|------|-------|-------------|
| Level 1 | NA% | 0.0% | NA% |
| Level 2 | NA% | 16.7% | NA% |
| Level 3 | NA% | 66.7% | NA% |
| Level 4 | NA% | 16.7% | NA% |

There is an insignificant number of special education students in grade 3 for statistical comparison.

Grade 4 - SPECIAL EDUCATION STUDENTS

| Grade 4 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 20.0% | 14.3% | 6.7% |
| Level 2 | 40.0% | 28.6% | 11.4% |
| Level 3 | 40.0% | 57.1% | -17.1% |
| Level 4 | 0.0% | 0.0% | 0.0% |

Special education student performance in grade 4 be in the 2010 school year is as follows:

- There is an increase in level 1 special education students of 6.7%
- There is an increase in level 2 special education students of 11.4%
- There is a decrease in level 3 special education students of 17.1%
- There were no level 4 special education students
- There is an overall decrease in all special education student performance of 17.1%, in grade 4

Grade 5 - SPECIAL EDUCATION STUDENTS

| Grade 5 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 14.3% | 6.3% | 8.0% |
| Level 2 | 57.1% | 43.8% | 13.3% |
| Level 3 | 28.6% | 43.8% | -15.2% |
| Level 4 | 0.0% | 6.3% | -6.3% |

Special education student performance in grade 5 in the 2010 school year is as follows:

- There is an increase in level 1 special education students of 8.0%
- There is an increase in level 2 special education students of 13.3%
- There is a decrease in level 3 special education students of 15.2%
- There is a decrease in level 4 special education students of -6.3%
- There is an overall decrease in all special education student performance of 21.5%, in grade 5

Grade 6 - SPECIAL EDUCATION STUDENTS

| Grade 6 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 36.4% | 12.5% | 23.9% |
| Level 2 | 36.4% | 16.7% | 19.7% |
| Level 3 | 22.7% | 62.5% | -39.8% |
| Level 4 | 4.5% | 08.3% | -3.8% |

Special education students performance in grade 6 in the 2010 school year is as follows:

- There is an increase in level 1 special education students of 23.9%
- There is an increase in level 2 special education students of 19.7%
- There is a decrease in level 3 special education students of 39.8%
- There is a decrease in level 4 special education students of 3.8%
- There is an overall decrease in all special education student performance of 43.6%, in grade 6

Grade 7 - SPECIAL EDUCATION STUDENTS

| Grade 7 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 39.1% | 0.0% | 39.1% |
| Level 2 | 43.5% | 40.0% | 3.5% |
| Level 3 | 13.0% | 50.0% | -37.0% |
| Level 4 | 4.3% | 10.0% | -5.7% |

Special education student performance in grade 7 between the 2010 school year is as follows:

- There is an increase in level 1 special education students of 39.1%
- There is an increase in level 2 special education students of 3.5%
- There is a decrease in level 3 special education students of 37.0%
- There is a decrease in level 4 special education students of 5.7%
- There is an overall decrease in all special education student performance of 42.7%, in grade 7

Grade 8 - SPECIAL EDUCATION STUDENTS

| Grade 8 | 2010 | 2009 | 2009 - 2010 |
|---------|-------|-------|-------------|
| Level 1 | 18.3% | 6.7% | 11.6% |
| Level 2 | 54.5% | 26.7% | 27.8% |

| | | | |
|---------|-------|-------|--------|
| Level 3 | 27.3% | 63.3% | -36.0% |
| Level 4 | 0.0% | 3.3% | -3.3% |

Special education student performance in grade 8 in the 2010 school year is as follows:

- There is an increase in level 1 special education students of 11.6%
- There is an increase in level 2 special education students of 27.8%
- There is a decrease in level 3 special education students of 36.0%
- There is a decrease of level 4 special education students of 3.3%
- There is an overall increase in all special education student performance of 39.3%, in grade 8.

- The Students Limited English Proficient subgroups made AYP in ELA based on safe harbor.
- All the subgroups made AYP in math without the use of the safe harbor.
- PS/MS 4 has been given an accountability status of School In Need of Improvement Year 4 (Hold).

Implications:

- Special need teachers and ELL teachers will continue to engage in weekly common planning sessions in order to reinforce the proper implementation of strategies and concepts that best meet the needs of these two populations.
- Special need teachers will continue to be provided with extra support through the use of an added paraprofessional paid for by the school's budget
- Special need and ELL teachers will continue to be provided with professional development that entails the following:
 - o How to use data to drive their daily instruction
 - o How to devise and properly implement daily lesson plans that meet the needs of their children
 - o How to best differentiate the instruction based on formal and informal data so that all students receive the services needed
 - o How to formulate and implement small group instruction so that students receive added individualized instruction
- The school will continue to revisit the instructional program and modify when appropriate to ensure it is meeting the needs of all children.
- An F-Status coach will support the proper implementation of various research proven strategies with teachers with the sole purpose of maximizing student achievement for both the ELL and special needs populations.
- The school will hire outside writing consultants to help teachers during the reading and writing components of the instructional program
- The ELL teachers will continue to work with an outside consultant who specializes in the area of formulating and implementing a curriculum that best supports the acclimation of the English Language.

Progress Report

According to the 2007-2008 Progress Report the following findings were delineated:

- o PS/MS 4 received a score of "A" for its school environment
- o PS/MS 4 received a score of "C" for student performance.
- o PS/MS 4 received a score of "B" for student progress.
- o In the area of English Language Arts, 24.9% of all students met or exceeded the NYS standards.
- o In the area of mathematics, 34.3% of students have met or exceeded the NYS standards.
- o In the area of English Language Arts, 54.0% of all students have made at least 1 year of progress.
- o In the area of mathematics, 11.0% of all students have made at least 1 year of progress.

School Demographics

The following is a snapshot of PS/MS 4 provided by the information in the school's demographic a profile and accountability report.

- o The school was identified as SURR in 2002
- o The school was removed from the SURR List in January 2005
- o Presently the school is identified as SINI – Restructuring year 4 (Hold)
- o The physical plant is bounded by Crotona Park, the Cross Bronx Expressway and Bathgate Industrial Park. As a result, there is a lack of community housing surrounding the school. The school's physical plant is divided into two buildings - a free standing Early Childhood Center which houses K – 2 and the Main Building housing grades 3 – 8. Additionally, the Main Building shares common space (auditorium, cafeteria, indoor yard, gym and nurse's office) with a newly developed High School
- o 60% of the student population is bused in from other overcrowded schools in adjacent neighborhoods.
- o 43% of the student population is African American and 55% is Hispanic
- o 23% of the student population is classified as students with special needs
- o 3.3% of the students reside in temporary housing

School Inquiry Team

According to the work of the Inquiry Team in 2008 – 2009:

- o 22 original
- o 5 of the 22 students' ELA test scale scores increased by a range of 5pt. to 41pts.
- o 2 of the 22 students did not have available ELA scores

In-Depth Analysis

After conducting an in depth analysis of the major findings outlined in the State Examinations School's Progress Report, The School's Report Card, the Quality Review, School Inquiry Team, DIBELS, School Demographic and Accountability Reports, Schools Interim Assessments data, the Comprehensive data indicates the following trends:

- o Students have made significant academic progress yet there are gaps and inconsistencies in achievement across all curricular areas and inclusive of all subgroups. 42% of the student population is performing below grade level in the area of English Language Arts.
- o The students in the special education population did meet their AYP in ELA using Safe Harbor.
- o The English Language Learners made their AYP using Safe Harbor.
- o This indicates that although the ELL and special needs population made progress, they still function below grade level.
- o Although the school clearly uses data to focus instruction and differentiate, the comprehensive analysis of all the data indicates a need for a deeper and more comprehensive examination of individual student data through longitudinal studies.
- o Longitudinal studies will provide a deeper analysis of student progress and next steps through the grades and will certainly accelerate learning and translate to student achievement
- o Deficiencies and gaps highlighted by the comprehensive examination and analysis of PS/MS 4's data indicates a clear need for academic intervention services to refocus instruction, reassess progress and efficacy in order to accelerate progress and move the student's academic agenda.

As a result of the examination and analysis of all of the above, the following conclusions can be made in terms of the school's greatest accomplishments:

Greatest Accomplishments:

- o Improvement in the area of English Language Arts
 - There was a decrease of level 1 students across all grades
 - There was an increase of level 3 students in grades 3 through 8
- o Differentiated professional development for all staff members
- o The school has been awarded a variety of grants to support student achievement in content areas such as social studies, technology, performing arts, writing, and reading

Greatest Accomplishments continued...

- o Academic Intervention Services that focus instruction with small group work
- o Use of a co-teaching model to support differentiated instruction in grades 3 and 5
- o Use of an inclusion model to support general education and special education students in grades 5, 6, and 8
- o Reduced class size across all grades
- o The extended day program offers focused curriculum using a co-teaching model to further differentiated instruction in grades K – 8

Significant Aids – Some initiatives created to better the progress of teaching and learning are

- o Weekly common planning sessions
 - Common Planning to promote teaching strategies which support assessment and progress monitoring of student learning via analysis of student products
 - Common Planning sessions to support the understanding and use of data to differentiate instruction
 - On-site Data Specialist
 - Data analysis of interim tests as well as state examinations
- o Data Driven Instructional Fridays (D.D.I.F.) to focus on students understanding of their data to include lessons which incorporate the components and purpose of formal and informal assessments
 - Provide students with the understanding of “Student Data Templates” and “Student S.M.A.R.T Goals Templates”
- o Student Data Templates in grades K through 8
 - Via the template students track and record their data to further their understanding of where they are in the learning continuum
- o Student S.M.A.R.T Goals Templates in grades K-8
 - Use of the goals template to record and set individual attainable goals based on needs/next steps
- o Common Planning to support S.M.A.R.T goal setting/progress monitoring
 - Provide differentiated professional development in order to build capacity
 - Support and further the use of data to drive instruction
 - Systemic vocabulary development across content areas for students in grades K-8
- Century 21 Technology Grant which supports the use of state of the art technology tools which provides engaging teaching environments
- Use of teaching tools such as Readers Theater which provides scaffolded engaging instruction for all students
- Inter-visitation program which provides differentiated professional development for all instructional staff in order to build capacity
- Teachers and Writers initiative provides additional support to special education students in the development of writing skills and strategies
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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 |
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| <p><input type="checkbox"/></p> <p><input type="checkbox"/>As a result of all reports and data analysis outlined in the needs assessments and aligned with the Principals Performance Review goals, the following instructional foci will be developed to address the school's next steps. The S.M.A.R.T. Goals are a clear reflection of the school's instructional priorities for the 2010-2011 school year based on all the highlighted deficiencies.</p> <p>1) Support Special Education students By June of 2011, through the use of formal and informal data the school will address the individual needs of the students and accelerate learning. Use of baselines, midlines, endlines, and varied formal and informal interim assessments will translate into an over all increase of 3% in level 3-4 student in literacy, mathematics, social studies, and science, as measured by:</p> <ol style="list-style-type: none"> 1. Student's IEPs 2. Wilson/Wade Reading assessment of decoding and encoding 3. ELA State assessment 4. Interim assessments (Simulations/Predictives/Unit tests) 5. DRAs /Baseline/Midline/Endline Writing Pieces 6. Teacher created tests across all content areas 7. Portfolio Protocol 8. Teachers and Writers Collaborative 9. Chancellor's Action Research Initiative to promote instructional "Best Practices" and differentiate instruction. 10. Systemic vocabulary development across all content areas in order to support special | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>The Special education Teachers will utilize the workshop model as a vehicle to deliver quality instruction. A co-teach model will be instituted during the extended day portion of the instructional day in order to allow for differentiation of tasks and small group work. Additionall, the school will support special education student through the use of formal and informal data in order to address their individual needs, accelerate learning which will translate into a 3% increase in level 3-4 student achievement in the areas of literacy and mathematics are measured by:</p> <ol style="list-style-type: none"> 1. Student's IEPs 2. Wilson/Wade Reading assessment of decoding and encoding 3. ELA State assessment 4. Interim assessments (Simulations/Predictives/Unit tests) 5. DRAs /Baseline/Midline/Endline Writing Pieces 6. Teacher created tests across all curricular areas 7. Portfolio Protocol 8. Teachers and Writers Collaborative will provide two expert writers that will directly assist the Special Education teachers with the proper implementation of specific teaching strategies into daily lesson plans. This organization will provide a comprehensive Professional Development program for all Special Education teachers |

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| <p>education students' reading comprehension and writing skills</p> <p>11. Century 21 Technology Grant will support the special needs population with state of the art technology tools in order to differentiate student products according to needs</p> <p>12. Morningside Behavior Modification program which is a self-empowerment tool designed to promote a classroom environment conducive to learning which will translate into over all academic achievement</p> | <p>with the sole purpose of enhancing teacher's delivery of instruction as well as providing in classroom support of students. 9. The instructional staff will collaborate within cohorts and engage in the process of action research in order to address specific school-wide needs. This inquiry process will greatly impact instructional practice, differentiation, and accelerate student learning.</p> <p>10. Students will increase vocabulary acquisition which will aid reading comprehension and support writing skills through the use of vocabulary notebooks across all content areas. Students will be able to utilize dictionaries, thesauruses and newly acquired words in context which will translate into accelerated learning across all curricular areas.</p> <p>11. Century 21 Technology Grant will provide students with the myriad of state of the art technology tools in order to differentiate instruction, tasks, and provide engaging interactive lessons which will translate into student achievement across all content areas.</p> <p>12. Morningside Behavior Modification program provides students with self-empowerment tools which support the teaching and learning process</p> |
| <p><input type="checkbox"/>2) Raise Student Performance in the area of Reading PS/MS 4 has implemented a comprehensive school-wide literacy programs in order to increase reading skills for all student sub-groups across the grades using varied modalities and strategies. The school-wide literacy program will include: use of the Workshop Model across the grades, extended day co-teaching instructional environment, use of the Wilson Reading program to support reading instruction, use of instructional materials that support diverse modalities and a school-wide Action Research initiative. The objective is to increase student understanding of skills in phonics, phonemic awareness, comprehension, vocabulary and fluency as well as increasing the desire to read across all grades and subgroups. In addition, this year there is a school-wide vocabulary development initiative across all</p> | <p><input type="checkbox"/>PS/MS 4 has implemented comprehensive school-wide literacy programs in order to increase reading skills for all student sub-groups across the grades using varied modalities and strategies. The objective is to increase students' understanding in phonics, phonemic awareness, comprehension, vocabulary and fluency as well as increasing the desire to read across all grades and subgroups. Use of the Workshop Model allows for individual and small group work and conferencing. The extended day portion of the instructional day, will include the development of literature circles which will allow for differentiated tasks, small groups and the development of accountable conversations focused around a text. The Wilson Reading program supports reading</p> |

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| <p>grades and inclusive of all content areas. This initiative will provide students with additional support in the area of comprehension. The Century 21 Technology Grant will facilitate the instructional staff with state of the art technology tools in order to provide students with engaging lessons and accelerate learning. The various components will synergistically support students with scaffolded data based focused instruction which will ultimately accelerate their learning and translate into a 3% increase in level 3-4 students academic performance by June 2011 as per the Wilson/Wade Reading assessment of decoding and encoding, English Language Arts state examination for grades 3 through 8 and a 3% increase in students reaching the benchmark level in ECLAS-2 in grades K-3.</p> | <p>instruction that addresses different learning modalities. Wilson utilizes instructional materials which support the kinesthetic and tactile as well as the visual and auditory. Readers Theater also addresses diverse learning modalities in the same manner. Teachers will collaborate within cohorts and engage in the process of Action Research process in order to address specific school-wide needs. The process will positively impact instructional practices and accelerate learning. A vocabulary development initiative across all grades and inclusive of all content areas will support students with reading comprehension. The Century 21 Technology Grant will focus on the five dimensions of reading by providing students with a visual layer of support using state of the art technology tools. These various components will synergistically support students with scaffolded data based focused instruction which will ultimately accelerate their learning and translate into a 3% increase in level 3-4 student academic performance by June 2011 in the English Language Arts State Examination for grades 3 through 8 and a 3% increase in students reaching Benchmark level in ECLAS-2 in grades K-3.</p> |
| <p><input type="checkbox"/>3) A Data-Based focused Academic Intervention Program in Literacy and Mathematics will result in accelerated student learning. This plan will encompass the use of differentiated materials, tasks, skill based curriculum development. Instructional coaches will deliver instruction via a pull-out model in order to target specific students needs. The use of data will close the gap and have students perform on grade level in the areas of literacy and mathematics as measured by the state English Language Arts and Mathematics exams. By June 2011, students will show a 3% increase in level 3-4 student achievement in the areas of literacy and mathematics as per baseline and endline comparisons, as well as the state exam results of 2010-2011. The AIS program will target the identified students as per the results of formal and informal data sources. An academic intervention plan has been developed with a focus on servicing students by instructional coaches in order to provide focused targeted instruction to struggling which will help them meet the learning standards in English language arts and mathematics in grades 1-8. As we analyze the</p> | <p><input type="checkbox"/> Based on the trends identified on the 2008-2009 ELA and Mathematics tests there needs to be accelerated student learning in order to close the gaps in student achievement. Students will show a 3% increase in level 3-4 student achievement in the areas of literacy and mathematics by June 2011. The AIS program will target the identified at risk students as per the results of formal and informal data sources. An academic intervention plan has been developed with a focus on servicing students who are struggling to meet the learning standards in English Language Arts and Mathematics in grades 1-8. This plan will encompass the use of differentiated materials, tasks, skill based curriculum development. Instructional coaches will provide targeted focused instruction via a pull out model in the areas of English Language Arts and Mathematics. Collaboratively, the instructional coaches will create a data based curriculum which will target skill development and specific needs</p> |

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| <p>school data it is evident that a great amount of growth has occurred throughout sub-groups which comprise the student population. However, there continues to be a need to service students through AIS in order to accelerate learning and close the gap. As a result we have disaggregated the data and utilized the results to develop a plan that includes a variety of teaching modalities designed to support at risk students. These efforts will cohesively translate into a 3% increase of student achievement in the areas of English language arts and mathematics.</p> | <p>in the areas of ELA and math. Data collection and the disaggregated student data will be utilized in daily instruction. Additionally, research shows that student attendance has a significant impact on student achievement. As a result, a school-wide attendance plan for 2010-2011 will be designed and implemented. Attendance data will be systemically collected and tracked in order to determine efficacy. A monthly school-wide attendance celebration will highlight specific students and whole classes with perfect attendance. This will translate to growth in achievement throughout the sub-groups that comprise the student population.</p> |
| <p>□4) English Language Learners Instructional Support Based on the trends identified in the '2007, '2008, '2009 and 2010 ELA tests there needs to be additional instructional support to challenge the level two and three ELL student populations. Data from formal and informal sources will be utilized to address student needs and differentiated instruction, which will result in accelerating student learning. A focused targeted ESL curriculum in the areas of English Language Arts and Mathematics will be collaboratively created by the instructional staff in order to support specific deficiencies related to second language acquisition. Students will be able to scaffold their oral language skills as well as acquire the necessary reading strategies to perform on or above grade level. This goal will be accomplished by scheduling consistent planning sessions where classroom teachers, ESL and AIS providers, instructional coaches and administrators will collaborate around unit themes and provide focused instruction during the extended academic co-teach portion of the school day. In addition, the Vocabulary Development Instructional initiative will provide students with scaffolded support in the area of reading comprehension. The Century 21 Technology Grant will provide a myriad of state of the art technology tools that will engage English Language Learners as well as provide visual aids to aid language acquisition. These efforts will also be inclusive of a data based supplemental curriculum created through collaboration among the 2010-2011 instructional staff. In addition, the school will formulate a partnership with an organization by the name of Teachers and Writers Collaborative which will provide one expert writer that will directly assist the ELL teacher with the proper implementation of set teaching strategies in daily lesson plans. This</p> | <p>□Based on the trends identified in the 2009 - 2010 ELA tests there needs to be additional instructional support to challenge the level three ELL student populations. Data from formal and informal sources will be utilized to address student needs and differentiate instruction, which will result in accelerating student learning. A focused targeted curriculum in the areas of English Language Arts and Mathematics will be collaboratively created by the instructional staff in order to support specific deficiencies related to second language acquisition. The Vocabulary development instructional initiative across all grades and inclusive of all content areas will provide students with additional support in the areas of reading comprehension. The Century 21 Technology Grant will afford students scaffolded instruction and visual engagement through the use of state of the art technology tools. ESL: Teachers will deliver small group instruction to the ELL population across all grades via a push-in and pull-out instructional program. During extended day the ESL teachers will provide an additional layer of focused instruction to students in greater need using a co-teach model. Students will be able to scaffold their oral language skills as well as acquire the necessary reading strategies to perform on or above grade level. This goal will be accomplished by scheduling consistent planning sessions where classroom teachers, AIS providers, instructional coaches and administrators will collaborate around unit themes and provide focused</p> |

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| <p>organization will provide a comprehensive Professional Development program for all ELL teachers with the sole purpose of enhancing teacher's delivery of instruction. Strategically, research based programs and materials will be incorporated to ensure student achievement across skill strands. As a result, students will show a 3% increase in level 3-4 on the ELA exams by June 2011.</p> | <p>instruction during the extended academic portion of the school day. Strategically, research based programs and materials will be incorporated to ensure student achievement across skill strands. There will be a 3% increase in level 3-4 students achievement on the ELA exams by June 2011.</p> |
| <p><input type="checkbox"/>5) Use of Data to address specific student needs. As per the trends identified in the 2010 state tests in English Language Arts, mathematics, and the content areas and as per the next steps identified in the Quality review which are also aligned to the PPR goals there is a need to build capacity within the instructional staff around the understanding and use of data to plan focused lessons that will target students specific needs. The on-site data specialist will provide support with the analysis, disaggregation, and dissemination of current data. The instructional staff will use data and share it with students and parents in order to create a sound instructional plan for all students. According to present data we will implement a school-wide anti-bullying program that will provide students with a safe environment in which to focus on their learning. During the 2010-2011 school-year, the instructional staff will be able to utilize data on a daily basis to refocus instruction which will accelerate student learning. By June 2011, this comprehensive effort of addressing student's next steps and achievement based on the use of formal and informal data will translate into a 3% increase in level 3-4 student achievement.</p> | <p><input type="checkbox"/>As per the trends identified in the 2011 State Tests in English Language Arts, Mathematics, and the Content Areas and as per the next steps identified in the Quality Review which are also aligned to the PPR goals there is a need to build capacity within the instructional staff around the understanding and use of data to plan focused lessons that will target students specific needs. The on-site data specialist will provide support with the analysis, disaggregation, and dissemination of current data. The instructional staff will use data and share it with students and parents in order to create a sound instructional plan for all students. Using data from /teacher student surveys we will assess the schools learning environment. An anti-bullying program will be designed in order to create a positive teaching and learning climate. This Respect For All campaign will be accomplished through the following: school-wide assembly programs, drama programs, art programs and student incentives. During the 2010-2011 school year the instructional staff will be able to utilize data on a daily basis to refocus instruction which will accelerate student learning. By June 2011 this comprehensive effort of addressing student's next steps based on formal and informal data will translate into a 3% increase in level 3-4 student achievement on the state ELA and Mathematics exams.</p> |

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

Special Education

(where relevant) :

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/> As a result of all reports and data analysis outlined in the needs assessments and aligned with the Principals Performance Review goals, the following instructional foci will be developed to address the school's next steps. The S.M.A.R.T. Goals are a clear reflection of the school's instructional priorities for the 2010-2011 school year based on all the highlighted deficiencies.</p> <p>1) Support Special Education students By June of 2011, through the use of formal and informal data the school will address the individual needs of the students and accelerate learning. Use of baselines, midlines, endlines, and varied formal and informal interim assessments will translate into an over all increase of 3% in level 3-4 student in literacy, mathematics, social studies, and science, as measured by:</p> <ol style="list-style-type: none"> 1. Student's IEPs 2. Wilson/Wade Reading assessment of decoding and encoding 3. ELA State assessment 4. Interim assessments (Simulations/Predictives/Unit tests) 5. DRAs /Baseline/Midline/Endline Writing Pieces 6. Teacher created tests across all content areas 7. Portfolio Protocol 8. Teachers and Writers Collaborative 9. Chancellor's Action Research Initiative to promote instructional "Best Practices" and differentiate instruction. 10. Systemic vocabulary development across all content areas in order to support special education students' reading comprehension and writing skills |
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| | <p>11. Century 21 Technology Grant will support the special needs population with state of the art technology tools in order to differentiate student products according to needs</p> <p>12. Morningside Behavior Modification program which is a self-empowerment tool designed to promote a classroom environment conducive to learning which will translate into over all academic achievement</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> | <p><input type="checkbox"/></p> <p><input type="checkbox"/>The aforementioned goal set for students with special needs will be accomplished during the 2010 - 2011 school year.</p> <ul style="list-style-type: none"> • Understanding and use of interim assessment data such as: Predictives / ITAs / DRAs / baseline / midline / endline / as well as portfolio protocol in order to differentiate and accelerate student learning. • Data Based lessons and schedules: <ul style="list-style-type: none"> o Differentiated Extended Day co-teaching programs based on disaggregated data. o After school program o Data based skill Holiday Academies/Winter Academies o Data based Skill lesson periods targeting specific individual and class needs. • DDIF (Data Driven Instruction Fridays) <ul style="list-style-type: none"> o Data driven lessons to explain the components and purpose of each of the formal and informal assessments students complete. • The use of formalized Student Data Templates which allows students to record and track their progress. • The use of formalized Student Goal Templates which allows students to use their personal test data to set and record their individual attainable goals for a specific unit of study or period of time. <ul style="list-style-type: none"> o Data driven skill lessons based on the disaggregation of formal and informal assessments used to target specific identified student needs. • Wilson Reading Program <ul style="list-style-type: none"> o Incremental, scaffolded, data-proven reading program that addresses phonics, phonemic awareness, fluency, vocabulary and comprehension. o Use of the WADE assessment for pre and post diagnostic assessment, in decoding and encoding. • Use of informal and formal data to target specific student needs through individual and small group instruction. <ul style="list-style-type: none"> o Informal data to include: DRA reading assessments, Unit Tests, Baseline, End-line, Mid- |

line writing assessments, conferencing, teacher created tests and student portfolios.

o Formal data to include: Simulation, predictive, and ITA assessments, ELA and Mathematics State exams, and IEP's.

- Middle School Small group instruction

o Action Research Initiative will support in depth inquiry of student's deficiencies and next steps.

o Each teacher has a professional period designated for small group instruction to target specific skills of identified students in need.

- Use of student IEP's to focus instruction to meet the specific needs of special education students.

- Support Staff that address the social, emotional, physical and educational needs of the special needs population that includes the following:

- o Speech teachers

- o Occupational therapists

- o Guidance Counselors

- o Social Worker

- o Family Assistant

- o School-wide Attendance Program / Attendance Teacher

- o Crisis Intervention Teacher and Dean

- o IEP Specialist and IEP Teacher

- o In-house Orton-Gillingham Specialist

- o AIS Services

- o SETTTS Teacher

- o In-house Data Specialist to assist in the disaggregation, and understanding of student data.

- o Teacher Support Center Specialist to assist teachers in planning of lessons, to facilitate common planning professional periods, and tailor curriculum to meet student needs.

- o Math and Literacy Coaches to assist and demonstrate lessons, and tailor curriculum to meet the needs of the special education population.

- Systemic scheduled formal and informal visits will support the use of best practices, ideas, and new strategies in order to structure lessons based on data results.

- Increased parent involvement and student support through the use of newly customized progress reports which periodically inform parents of student's informal and formal test scores which will translate into student achievement through focused parental support.

- Parental involvement through invitations to scheduled ELA celebration will lead to accelerated student achievement.

In addition, the school will formulate a partnership with an organization by the name of

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| | <p>Teachers and Writers Collaborative which will provide one expert writer that will directly assist the Special Education teacher with the proper implementation of set teaching strategies in daily lesson plans. This organization will provide a comprehensive Professional Development program for all Special Education teachers with the sole purpose of enhancing teacher's delivery of instruction.</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"/> • Title 1 SWP, TL Children First Funding, TL Data Specialist, TL Fair Student Funding, TL FSF General Hold Harmless, TL Mandate Counseling, TL Mandated Speech, - for staff members listed above and for instructional material.</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"/> • Special education students will achieve a 3% increase in levels 3-4 student achievement, by June of 2011, in the areas of English Language Arts and Mathematics as measured by the state exams.</p> <ul style="list-style-type: none"> • Indicators of Interim Progress and/or Accomplishment will include the following: <ul style="list-style-type: none"> o Student's IEP's o Wilson/WADE assessment of decoding and encoding o 2011 ELA state assessment o 2011 Math state assessment o Interim Assessments (Simulations, Predictives, ITAs, and Unit Tests) o Literacy Assessments (DRA's, ECLAS2, Baseline, Mid-line, and End-line Writing pieces) o Student Portfolios (Math and Literacy) |

Subject Area
(where relevant) :

Reading - Increase student
performance across all subgroups

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/> 2) Raise Student Performance in the area of Reading PS/MS 4 has implemented a comprehensive school-wide literacy programs in order to increase reading skills for all student sub-groups across the grades using varied modalities and strategies. The school-wide literacy program will include: use of the Workshop Model across the grades, extended day co-teaching instructional environment, use of the Wilson Reading program to support reading instruction, use of instructional materials that support diverse modalities and a school-wide Action Research initiative. The objective is to increase student understanding of skills in phonics, phonemic awareness, comprehension, vocabulary and fluency as well as increasing the desire to read across all grades and subgroups. In addition, this year there is a school-wide vocabulary development initiative across all grades and inclusive of all content areas. This initiative will provide students with additional support in the area of comprehension. The Century 21 Technology Grant will facilitate the instructional staff with state of the art technology tools in order to provide students with engaging lessons and accelerate learning. The various components will synergistically support students with scaffolded data based focused instruction which will ultimately accelerate their learning and translate into a 3% increase in level 3-4 students academic performance by June 2011 as per the Wilson/Wade Reading assessment of decoding and encoding, English Language Arts state examination for grades 3 through 8 and a 3% increase in students reaching the benchmark level in ECLAS-2 in grades K-3.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/> To accomplish this goal by June 2011 the following will be implemented:</p> <ul style="list-style-type: none"> • Interim Assessments o Simulations/Predictives/Unit Tests o DRAs / Baselines / Midlines / Endlines o Portfolio Protocol • Reduced class size across all grades. • Data Driven Instructional Friday Initiative (DDIF) • Understand use of the Data Template to set reading goals (Student Goal Template) • Extended Day co-teaching model using Data based focused lessons and schedules. <p>• Use of the Workshop Model as a vehicle for instruction</p> <p>• Action research initiative in order to address specific school-wide needs.</p> |

- Use of formal/informal data sources to inform differentiated lessons which address specific reading skills.
 - Grades K- 3 use of ECLAS 2.
 - Grade 5 and 6 departmentalized focused instruction (Literacy/ Social Studies/ Math and Science)
 - Use of Wilson strategies to support at risk special needs student population.
 - Middle school building skill small group instruction during professional periods
 - Use of on site data specialist who disaggregates, disseminates and analyzes student data and assist the classroom teachers and the AIS support team in the understanding of the data.
 - Targeted data driven Academic Intervention Services which support all level 1s and level 2s students.
 - Differentiated professional development supports instructional staff with the understanding and use of data to plan and differentiate instruction. In addition, instructional coaches, Teacher Support Center Specialist and content specific consultants provide teachers with professional development in specific curricular areas such as Wilson strategies.
 - On going scheduled common planning sessions focused on using data to target specific reading skills
 - Creation of nine lab sites throughout the grades to include Special Education classes to reflect best practices in the use of data to drive instruction, organizing for effort, and innovative educational approached and ideas.
 - Systemic scheduled formal and informal lab site visits will support the use of best practices, ideas, and new strategies in order to structure lessons based on data results.
 - Increased parent involvement and student support through the use of newly customized progress reports which periodically inform parents of student's informal and formal test scores which will translate into student achievement through focused parental support.
 - Parental involvement through invitations to scheduled ELA celebration will lead to accelerated student achievement.
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- Vocabulary Development instructional initiative across all grades and inclusive of all content areas
 - Century 21 Technology Grant provides students with state of the art technology tools to aid reading comprehension
 - Literature Circles instructional initiative provides scaffolded reading instruction inclusive of accountable talk focused around a text

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| <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"/></p> <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teachers for push in, class size reduction and intervention services for all students: EGCSR FED Program – Title IIA, EGCSR State Program – State Funding EGCSR State Program – Title IIA • Curricular Professional Development/Staff Development: Title I SWP, TL FSF General Hold Harmless, Contract For Excellence, TL Fair Student Funding |
| <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"/> Indicators of Interim Progress and/or Accomplishment:</p> <p>Special Education students will achieve a 3% increase by June of 2011, in the areas of English Language Arts and Mathematics as measured by the following:</p> <ul style="list-style-type: none"> o Student's IEP's o Wilson/WADE assessment of decoding and encoding o 2011 ELA state assessment o 2011 Math state assessment o Interim Assessments (Simulations, Predictives, ITAs, and Unit Tests) o Literacy Assessments (DRA's, ECLAS-2, Baseline, Mid-line, End-line Writing pieces) o Student Portfolios (Math and Literacy) |

**Subject Area
(where relevant) :**

Academic Intervention Services

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/> 3) A Data-Based focused Academic Intervention Program in Literacy and Mathematics will result in accelerated student learning. This plan will encompass the use of differentiated materials, tasks, skill based curriculum development. Instructional coaches will deliver instruction via a pull-out model in order to target specific students needs. The use of data will close the gap and have students perform on grade level in the areas of literacy and mathematics as measured by the state English Language Arts and Mathematics exams. By June 2011, students will show a 3% increase in level 3-4 student achievement in the areas of literacy and mathematics as per baseline and endline comparisons, as well as the state exam results of 2010-2011. The AIS program will target the identified students as per the results of formal and informal data sources. An academic intervention plan has been developed with a focus on servicing students by instructional coaches in order to provide focused targeted instruction to struggling which will help them meet the learning standards in English language arts and mathematics in grades 1-8. As we analyze the school data it is evident that a great amount of growth has occurred throughout sub-groups which comprise the student population. However, there continues to be a need to service students through AIS in order to accelerate learning and close the gap. As a result we have disaggregated the data and utilized the results to develop a plan that includes a variety of teaching modalities designed to support at risk students. These efforts will cohesively translate into a 3% increase of student achievement in the areas of English language arts and mathematics.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/> • Data specialist working with AIS team members will disaggregate at risk student data and utilized the results to develop a plan that includes a variety of teaching modalities designed to support the at risk students.</p> <p>To raise student achievement the following will be implemented:</p> <ul style="list-style-type: none"> • An Instructional Academic Intervention Support Team will be comprised of instructional coaches and teachers in grades 1-8. <p>Students will be identified by utilizing the following criteria:</p> <ul style="list-style-type: none"> • Students scoring levels 1 and 2 on elementary and intermediate state English language arts and mathematics tests. All students who score at levels 1 and 2 are required to receive academic intervention services. • As data is collected and analyzed each student will receive instruction based on the individual needs as reflected on the state assessments and other sources of information. Students with intensive needs will receive a greater amount of scheduled services, for a longer duration of time. • Data will be used to formulate focused instructional lessons to address student’s specific needs. Informational data such as documented conferences, observations and scheduled classroom teacher/AIS articulation will also be utilized to inform instruction. • This data will be utilized to developed an educational plan and will address newly admitted |

students who may have been absent for state testing, and that are in need of support instruction as well.

- An educational plan will be created for 1-3 students who do not yet have state reports but lack reading readiness. These students in addition to using informal data are identified through ECLAS-2, baselines, midlines, unit exams and Portfolios.

Student services will be provided in the following manner:

- Students will be serviced through small group instruction, push-in and pull out models where possible. The AIS providers will collaborate with the IST team comprised of one social worker, two guidance counselors, a dean and classroom teachers in order to provide each student with the comprehensive needed services. This additional support assists at risk students and their families affected by emotional, social and severe attendance issues. The aforementioned have a great impact on student performance. In addition, regularly scheduled articulation during common planning sessions across the grades will strengthen the AIS/classroom connection. This permits teachers and providers to have conversations regarding the services provided and to formulate next steps that align with the schools instructional program and the students' needs. In order to monitor and measure student growth the AIS team collects organizes and evaluates student information on a regular basis to determine if mainstreaming is an option in order to allow the team to increase service to additional students.

•Research shows that student attendance has a significant impact on student achievement. As a result, a school-wide attendance plan for 2010-2011 will be designed. Attendance data will be systemically collected and tracked to determine efficacy. A monthly school-wide attendance celebration will highlight specific students and whole classes with perfect attendance. This will translate to growth in achievement through the subgroups that comprise the student population.

- After school PID (promotion in doubt) Academy – the program is designed to support students identified as promotion in doubt. Resources used are geared towards improving student achievement based on individual and group needs.
- 25/30 Day Focused Instruction – using data to support instruction, the support team in the school develops targeted standards-based instruction to reinforce strategies and skills. Out of classroom staff push in during these specific days as added support to assist with guided instruction where needed.
- Systemic scheduled formal and informal visits will support the use of best practices, ideas, and new strategies in order to structure lessons based on data results.
- Increased parent involvement and student support through the use of newly customized progress reports which periodically inform parents of student's informal and formal test scores which will translate into student achievement through focused parental support.

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| | <ul style="list-style-type: none"> • Parental involvement through invitations to scheduled ELA celebration will lead to accelerated student achievement. • In the Early Childhood Center, our AIS Program is defined by continuous assessment and analysis. The teachers utilize ECLAS-2, unit tests and conference notes to inform instruction as well as to generate needs-based lessons. These services are provided via small group instruction where students demonstrated similar deficiencies are placed. |
| <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"/>• Teachers for push in, class size reduction and intervention services for all students: Funding Sources are TL Fair Student Funding, TL FSF General Hold Harmless, TL Children First Funding, Title I SWP, and TL IEP Teacher.</p> <ul style="list-style-type: none"> • Support will be provided the use of trained personnel in Wilson • Professional Development for various programs such as Insights, Avenues, and technology • Monthly professional Development sessions will support teachers in developing teaching points and next steps as reflected by the various interim assessments |
| <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"/>• Results from interim assessments as well as in-house assessments will be given to students.</p> <ul style="list-style-type: none"> • During these testing cycles the data will be analyzed and charted on a detailed template created to reflect the work and data of the AIS team. • As the teachers chart the information, next steps are developed and then measured for progress through student comprehension. • Our data Specialist then creates graphs to illustrate the progress made. This permits us to evaluate growth and reassess the needs of our students as well as predict realistic goals. In addition, teachers are involved on the systematic scheduled data driven instruction Friday initiative in a push in or pull out model. During this time providers and students delve deeper into the student data to provide next steps. • In order to communicate this information to parents, formal and informal meetings are scheduled and reports are provided on an ongoing basis by teachers. This will support the school's projected gain of 3% in level 3-4 students on the State Exams for the 2011 school year. |

Subject Area
(where relevant) :

English Language Learners
Instructional Support

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/>4) English Language Learners Instructional Support Based on the trends identified in the '2007, '2008, '2009 and 2010 ELA tests there needs to be additional instructional support to challenge the level two and three ELL student populations. Data from formal and informal sources will be utilized to address student needs and differentiated instruction, which will result in accelerating student learning. A focused targeted ESL curriculum in the areas of English Language Arts and Mathematics will be collaboratively created by the instructional staff in order to support specific deficiencies related to second language acquisition. Students will be able to scaffold their oral language skills as well as acquire the necessary reading strategies to perform on or above grade level. This goal will be accomplished by scheduling consistent planning sessions where classroom teachers, ESL and AIS providers, instructional coaches and administrators will collaborate around unit themes and provide focused instruction during the extended academic co-teach portion of the school day. In addition, the Vocabulary Development Instructional initiative will provide students with scaffolded support in the area of reading comprehension. The Century 21 Technology Grant will provide a myriad of state of the art technology tools that will engage English Language Learners as well as provide visual aids to aid language acquisition. These efforts will also be inclusive of a data based supplemental curriculum created through collaboration among the 2010-2011 instructional staff. In addition, the school will formulate a partnership with an organization by the name of Teachers and Writers Collaborative which will provide one expert writer that will directly assist the ELL teacher with the proper implementation of set teaching strategies in daily lesson plans. This organization will provide a comprehensive Professional Development program for all ELL teachers with the sole purpose of enhancing teacher's delivery of instruction. Strategically, research based programs and materials will be incorporated to ensure student achievement across skill strands. As a result, students will show a 3% increase in level 3-4 on the ELA exams by June 2011.</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> | <p><input type="checkbox"/></p> <p><input type="checkbox"/>The ELL population from grades K-8 will be serviced by a team of ESL and AIS providers throughout the school week.</p> <ul style="list-style-type: none"> • ELL children will be targeted as per their level of proficiency based on their LAB-R results as well as the NYSESLAT data. The number of units of instructional time will be identified per student and a schedule will be devised to accommodate their instruction. • ESL instruction will utilize strategies and methodologies to include visual modeling, repetition, phonics, and vocabulary development as well as content-based instruction. As the |

students are serviced, we will review the assessments administered and the data collected will inform instructional “next steps”.

- Scheduled articulation periods, will allow the AIS provider and classroom teachers to utilize the data to inform instruction.
- Individual student data will be housed in a data binder and subject to on-going review in order to refocus instructional plans specific to each child.
- DDIF (Data Driven Instructional Fridays) will be implemented to foster student understanding of their personal data as well as to increase student awareness of individual performance levels and their next steps. Designing these data lessons encourages teachers to review student data and to target skills and strategies based on student need.
- Student data templates will be used by students to identify and record areas of deficit and to refocus next steps to enable students to set attainable personal goals.
- Students will record next steps on the Student Data Goals Template in measurable results in incremental time frames.
- Instruction will be delivered utilizing literacy materials as well as NYSESLAT testing materials. The Insights and Avenues materials focus on literacy instruction while targeting reading strengths and needs. This instruction includes on-going assessment, content support, and leveled texts.
- The NYSELAT materials focus on the framework of the exam as well as question design. As the students approach each activity, they will be able to deconstruct the questions and identify the skills necessary to approach each task successfully.

- An ESL curriculum will be collaboratively written by the ESL Team and the instructional staff that will create a focused targeted curriculum in the areas of English Language Arts and Mathematics. The curriculum will support specific deficiencies related to second language acquisition.

- Curriculum pacing calendars will be designed to set the framework for instruction. Pacing calendars will ensure that instruction takes place around unit themes and scaffold each lesson to ensure comprehension. This program addresses reading content based materials on the student’s instructional level.

The participating cohort of teachers will be responsible for targeting the ELL population.

- AIS personnel, instructional coaches, testing coordinators and administrators will collaboratively disaggregate student data to plan lessons.
- The instructional coaches will to provide professional development as well as conduct common planning sessions to reinforce teaching points, thematic planning and the acquisition of tailored materials to support instruction.
- The testing staff will provide testing timeframes for simulations as well as actual state assessments.

- Systemic scheduled informal and formal visits will support classroom teachers and the team of AIS providers in the use of best practices, ideas and new strategies in order to structure lessons based on data results.

Students will be provided with the aforementioned services beginning in September of 2010.

- The students will be serviced in adherence to their specified units of instructional time. Each AIS staff member will design a schedule to include four to eight forty-five minute periods per week allotted to beginner, intermediate and advanced level students.
- Calendars will also indicate the common planning periods used to continue articulation with classroom teachers as well as to conduct planning for instruction.

In addition, the school will formulate a partnership with an organization by the name of Teachers and Writers Collaborative which will provide one expert writer that will directly assist the ELL teacher with the proper implementation of set teaching strategies in daily lesson plans. This organization will provide a comprehensive Professional Development program for all ELL teachers with the sole purpose of enhancing teacher's delivery of instruction.

-The Vocabulary Development Initiative across all grades and inclusive of all content areas will provide ELL students with scaffolded support in the area of language acquisition and comprehension.

- The Literature Circles Initiative will provide small group instruction during the extended day component of the instructional day scaffolding instruction in language acquisition, comprehension, and focus accountable talk around a text. It also provides various opportunities for students to think critically by using supporting details from the text when providing their viewpoints. It is important to note that the skills learned and utilized during this initiative such as critical thinking skills, listening, and speaking are aligned with the common core standards adopted by New York State in June of 2010. Research has shown that English Language Learners learn best when they have various opportunities to have conversations surfaced around text in English. By doing so, ELL's are provided with a holistic approach to learning by being exposed to various styles of learning: auditory, tactile, kinesthetic, visual.

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| <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"/> Staff members will be supported through the use of on-site as well as off-site professional development with use Title I SWP, TL FSF General Hold Harmless, Contract For Excellence, and TL Fair Student Funding, funding source.</p> <ul style="list-style-type: none"> • Through the use of monthly PD sessions ESL teachers will develop a curriculum that includes units of instruction and strategies that enhance the delivery of instruction. • ELLs on grades 2-8 will be targeted twice per week through this web-based literacy program. • The schedule for this program will include one hour blocks of time that will allow students to engage with one to two pieces of literature and discuss the construction of meaning with their instructor. • Budget allocations will be used to supplement the Title III funds to provide for teacher per-session during the extended academic portion of the school day. |
| <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"/> Monthly assessment calendars will be devised to include testing cycles. In-house as well as standardized assessments will be administered and the data assessed to continuously inform instruction so that the model, teach, assess and re-teach will become the foundation to focused instruction. Data will be disaggregated and lesson plans devised to target student deficits. The on-going review of data and scheduled articulation sessions will support the projected gain of 3% in level 3-4 student achievement on the ELA exam results for the 2009 - 2010 school year. During these testing cycles the data will be analyzed and charted on a detailed template created to reflect the work and data of the AIS team.</p> <p>The following assessments will be utilized on grades K-2:</p> <ul style="list-style-type: none"> • ECLAS-2 • NYSESLAT • Baseline, Midline and Endline writing pieces • Running Records • Portfolio Protocol • Documented conferences <p>The following assessments will be utilized on grades 3-8:</p> <ul style="list-style-type: none"> • NYS ELA • ELA simulations • ELA predictive exams • ITA • ECLAS-2 |

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| | <ul style="list-style-type: none"> • DRA • Baseline, Midline and Endline writing pieces • Unit tests • Portfolio Protocol • Documented conferences |
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Subject Area
(where relevant) :

Use of Data to Accelerate Learning

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/> 5) Use of Data to address specific student needs. As per the trends identified in the 2010 state tests in English Language Arts, mathematics, and the content areas and as per the next steps identified in the Quality review which are also aligned to the PPR goals there is a need to build capacity within the instructional staff around the understanding and use of data to plan focused lessons that will target students specific needs. The on-site data specialist will provide support with the analysis, disaggregation, and dissemination of current data. The instructional staff will use data and share it with students and parents in order to create a sound instructional plan for all students. According to present data we will implement a school-wide anti-bullying program that will provide students with a safe environment in which to focus on their learning. During the 2010-2011 school-year, the instructional staff will be able to utilize data on a daily basis to refocus instruction which will accelerate student learning. By June 2011, this comprehensive effort of addressing student’s next steps and achievement based on the use of formal and informal data will translate into a 3% increase in level 3-4 student achievement.</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> | <p><input type="checkbox"/></p> <p>To accomplish this goal during the 2009-2010 school year the following will be implemented:</p> <ul style="list-style-type: none"> • An onsite data specialist will support staff with the desegregation and understanding of student data across grades and curricular areas. • In order to deepen the instructional understanding of student’s persistent next steps, the onsite data specialist will initiate longitudinal studies that will examine individual student progress through the grades. This data tracking will also include a study of instructional trends within classes on a grade, as well as across the grades. • Differentiated professional development is planned and executed by the Instructional Coaches and the Teacher Resource Center Specialist in order to build capacity and enhance |

the understanding and use of data by the instructional staff.

- Instructional Coaches and the Teacher Center Specialist develop Student Data templates and Student Goal Templates. In addition, the instructional support staff provides ongoing scheduled professional development around the understanding and use of the aforementioned data templates.
- The Data Driven Instructional Friday Initiative provides a systemic scheduled time where teachers and students delve into the understanding of specific student data in order to refocus instruction, next steps, and set instructional goals accordingly.
- Systemic scheduled formal and informal visits will support the use of best practices, ideas, and new strategies in order to structure lessons based on data results.
- Systemic scheduled inter-visitations across the grades will build capacity and support the instructional staff and provide a continued share-out of best practices.
- The Instructional team comprised of Assistant Principals, Coaches, and Lead Teachers will provide timely support to teachers in an effort to enhance their understanding and use of data during prep periods, Lunch and Learns, common planning sessions, and after school professional development.
- Ongoing Learning walks will take place to assess and provide feedback as to the efficacy of DDIF data lessons as it relates to the deepening of understanding by teachers and students.
- The results of the various informal and formal assessments will be posted throughout the building with the purpose of making data a part of the school's culture.
- Regularly scheduled written communications with parents to inform them of their child's progress.
- Internal and external Professional Development provided to all staff members to deepen their understanding of data analysis for the purpose of driving instruction
- Each teacher makes use of in-house binder to track student progress over time
- Professional Development and Common Planning agendas that reflect sessions to assist with deepening understanding of data
- Ongoing classroom visitations across the grades to observe students conversation with interactions relating to areas of need as per the data
- Informal and formal observations performed throughout the year to provide adequate feedback
- Review of the student data template created by the school in order to ascertain ongoing updates
- Increased parent involvement and student support through the use of newly customized progress reports which periodically inform parents of student's informal and formal test scores which will translate into student achievement through focused parental support.
- Parental involvement through invitations to scheduled ELA celebration will lead to

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| | <p>accelerated student achievement.</p> <ul style="list-style-type: none"> • To promote a respectful learning environment that addresses the needs of all students, the school will create an anti-bullying committee to meet weekly, to oversee the institution a school-wide anti-bullying campaign. •Periodic surveys of student and staff members will provide vital data and inform the work of the committee in establishing and promoting a Respect For All Initiative.. • The Respect For All Initiative will include a partnership with the PHIPPS Organization a community based which runs an after school center through the 21st Century Grant. •Staff professional development will inform all members of the school community of the Respect For All Campaign particulars, to include: special student shows, student events, classroom lessons and a systemic student incentive program. |
| <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"/>Funds used to support the above are: TL Fair Student Funding, TL FSF General Hold Harmless, Title I SWP, Contract For Excellence.</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"/></p> <p><input type="checkbox"/>Indicators of Interim Progress and/or Accomplishment:</p> <p>Special Education students will achieve a 3% increase in level 3-4 student achievement by June of 2010, in the areas of English Language Arts and Mathematics as measured by the following:</p> <ul style="list-style-type: none"> o Student's IEP's o Wilson/WADE assessment of decoding and encoding o 2010 ELA state assessment o 2010 Math state assessment o Interim Assessments (Simulations, Predictives, ITAs, and Unit Tests) o Literacy Assessments (DRA's, ECLAS-2,Running Records, Baseline, Mid-line, End-line |

Writing pieces)

o Student Portfolios (Math and Literacy)

o A decrease in bullying cases reported by students and teachers as per student/teacher surveys.

o A decrease in the number of incidents reported involving bullying reported on OORS when making a comparison of the 2008-2009, 2009-2010 and 2010-2011 school years.

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 | | | N/A | N/A | | | | |
| 1 | 12 | 9 | N/A | N/A | 2 | 4 | 5 | |
| 2 | 16 | 12 | N/A | N/A | 1 | | 6 | |
| 3 | 10 | 8 | N/A | N/A | | | 9 | |
| 4 | 14 | 5 | | | 5 | | 18 | |
| 5 | 13 | 6 | | | 14 | | 17 | |
| 6 | 13 | 3 | | | 17 | | 7 | |
| 7 | 20 | 14 | | | 7 | | 20 | |
| 8 | 13 | 14 | | | 24 | | 17 | |
| 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.). |
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| ELA: | <input type="checkbox"/> <ul style="list-style-type: none"> • Use of professional periods in Middle School for focused *Small group Instruction (Push-In/Pull-Out) • Wilson Strategies in a Push-In/Pull-Out model in K – 8 utilize by classroom teachers to support at risk students during the literacy block. • Instructional coaches will provide focus targeted skill lessons to students in grades 3-8 and at risk students in K-2 grades will be supported with targeted skill lesson by a full-time teacher assigned to Academic Intervention Services • Use of Extended Day focused small group instruction using a Push-In model • A data specialist disaggregates the data and supports the instructional staff with the understanding of data in order to plan differentiated lessons • Use of ongoing assessment to determine efficacy and student growth |
| Mathematics: | <input type="checkbox"/> <ul style="list-style-type: none"> • AIS in the area of Mathematics will be provided by instructional coaches to at risk students via a pull-out program for students in grades Kindergarten through 5. • AIS will be provided to students grades 6 – 8 via pull-out/push-in program • All Middle School Mathematics classroom teachers have one period a day for small group/ individual instruction to work with at-risk students • A data specialist disaggregates the data and supports the instruction staff with the understanding of data in order to plan differentiated lessons • Use of ongoing assessment to determine efficacy and student growth |
| Science: | <input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/>Middle School Science classroom teachers have one period a day set aside for small group or individual AIS services in Science. • Use of inter-disciplinary approach to support at risk students with content based science knowledge acquisition. |
| Social Studies: | <input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/>Middle School Science classroom teachers have one period a day set aside for small group or individual AIS services in Social Studies. |

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| | <ul style="list-style-type: none"> • Use of inter-disciplinary approach to support at risk students with content based social studies knowledge acquisition. |
| At-risk Services Provided by the Guidance Counselor: | <input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/>Workshops – High School Articulation in school and after school • Classroom workshops using Premier Sunburst and Visual Media and Curriculum Toolkit on character education, bullying, stand up and speak out against cliques, gossip and rumors, harassment and solving conflicts. • In school conflict resolution sessions with students. • Use of the Morningside Behavior Modification Program tools which provides at risk students with self-empowerment strategies. |
| At-risk Services Provided by the School Psychologist: | <input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/>Provide crisis intervention – teacher consultation • Parent Workshops |
| At-risk Services Provided by the Social Worker: | <input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/>Classroom workshops using Premier Sunburst and Visual Media and Curriculum Toolkit on character education, bullying, stand up, speak out against cliques, gossip and rumors, harassment and solving conflicts. Additional use of powermediaplus.org • Individual and group counseling • Conflict resolution Sessions • Crisis intervention • PD for staff on child abuse, mandated reporting • Classroom workshops on child-abuse, through the use of CAP and puppet shows • Collaborative case management work with ACS workers assigned to our students • Conduct Behavior Assessment and Intervention Plans |
| At-risk Health-related Services: | <input type="checkbox"/> <ul style="list-style-type: none"> • NYC Department of Education HIV/Aids curriculum – Classroom lessons done by teachers • Guidance Counselors work with individual and small groups of mandated at-risk students. |

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-8

Number of Students to be Served:

LEP 56

Non-LEP 0

Number of Teachers 7

Other Staff (Specify) 0

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.

For the 2010-11 academic year at PS/MS 4 we will continue to implement a Freestanding ESL program in grades K-8. English Language Learners will be designated in all classes and they will receive ESL services based on their English Language Proficiency. Students will receive ESL services based on NYSESLAT results and CR Part 154 mandates. The language of instruction will be English. A wide variety of instructional strategies will be implemented, such as, Differentiated Instruction, Cooperative Learning, Reading and Writing Workshop, Buddy Reading / Writing as well as the implementation of the Teachers and Writers Collaborative program. The school's instructional program will be modified to meet the needs of English Language Learners. This will be done via the curriculum team comprised of 7 teachers that directly service ELL students on a daily basis in a whole class setting. The teachers will work collaboratively, after-school for a total of 200 hours to develop weekly assessments, unit exams, assess student products, and develop lesson plans that are differentiated to meet the needs of the ELL population.

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.

IV. Staff Development (2010 - 2011 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

On-going professional development will be provided to all staff including, but not limited to, NYSESLAT training, ESL methodologies, and Differentiated Instruction. ELL staff will also participate in Conferences, Staff Developer training, and outside professional development when available. We have also included professional development for mainstream teachers who are currently working with ESL students. Data analysis is a strong emphasis for all teachers.

Sessions to Include Differentiated Instruction

The sessions that focus on differentiated instruction will cover many aspects to ensure that teachers are delivering comprehensive lessons that are accessible for all students.

The following topics will be addressed throughout the school year:

Task Design: How to design tasks that address the same concept, but allow each student to explore and solve problems at their level of expertise

Data Analysis: How to analyze assessments in order to directly inform instruction and lesson planning

Grouping: Using data to create groups based on student ability and performance in all content areas

Lesson Delivery: Incorporating multiple teaching methods in order to address all students and their learning modalities
 Learning Modalities: What are the characteristics of each and how can they be addressed within the mini-lesson as well as the student tasks

Section III. Title III Budget

School: **09X004**
 BEDS Code: **320900010004**

| 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 | \$10,000 | <input type="checkbox"/> Code 15: Professional Salaries 7 teachers for 200 hours at \$49.89 an hour A total of 28.6 hours for each teacher = total combined hours is 200 hours 200 (hours) x \$49.89 (rate of pay including fringe benefits) = \$9,978.00 Total amount of Title III spent for code 15: \$10,000 |
| Purchased services - High quality staff and curriculum development contracts | \$5,000 | <input type="checkbox"/> Code 40: Purchased Services The Teachers and Writers Collaborative program will conduct five days of professional development = \$5,000 |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$0.00 | <input type="checkbox"/> n/a |
| Educational Software (Object Code 199) | 0 | <input type="checkbox"/> N/A |

| | | |
|---------------|----------|------------------------------|
| Travel | 0 | <input type="checkbox"/> N/A |
| Other | 0 | <input type="checkbox"/> N/A |
| 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.

Using the data collected by examining our home language surveys we are able to assess the various written translation and oral interpretation needs of our student population. In order to execute this process effectively, we identify a pedagogue to aid the parents in completing the forms appropriately. Once this information is collected, the process of updating the ATS system can commence. As the current information is placed into the system, we can accurately assess the ways in which we must communicate with our parents. In alignment with this process, we identify school personnel to translate and serve as parent liaisons in order to facilitate the exchange of school and community-based information. The Parent Coordinator also seeks to provide additional translations through identified resources in a timely manner so that all pertinent documents are distributed to parents. The school family worker will support the home-school connection via the translation of all pertinent documents to inform parents and the community at large.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. The major findings of our school's written translation and oral interpretation needs are that among our student population, Spanish is the most commonly spoken language within their households. Currently, we have approximately 48 students on grades K-8, who have been identified through the home language survey as Spanish speakers. Other languages identified by the home language survey are Twi, Mandinka, Farsi, Niger-Congo, Afrikaans, and Fulani, which comprise the second largest cohort of languages spoken. After assessing the language needs of our student population, the ELL Assistant Principal engages in an administrative conference with the Principal to discuss the action plan regarding effective parent communication. When reviewing the home language surveys, student identifications are made and discussions are also had with the ESL teachers in order to provide optimal communication efforts. The School Based Support Team, who in many instances provide an array of services to these students are also made aware of their communication needs. In addition, classroom teachers are provided with the home language survey information in order for them to effectively communicate with their parent population. When necessary, translators or translated materials are acquired in order for parents to receive specific information about their child's academic, social and behavioral progress.

Part B: Strategies and Activities

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

The written translation services our school will provide are based upon the percentage of students identified on the home language surveys as speakers of other languages. Our efforts in this regard are centered on parent communication. Meetings will be held to determine the needs of our parent population with regard to their receipt of school-based information. Within these conferences, we will identify parent volunteers as well as school staff to provide translations when necessary. However, the goal of these conferences is to obtain an accurate tally of parents requiring translation services. Although, parents indicate the second language, it is for the school to engage in this process to also determine their English proficiency. Once this information is gathered, we will determine the communication needs of our parent population and acquire the services necessary for translation. In-house school staff as well as parent volunteers will provide these services. The Parent Coordinator, the ELL Assistant Principal as well as the School Based Support Team will also facilitate this process. As a school, we provide for the timely provision of translated documents through the design of monthly instructional calendars. These calendars keep our teachers abreast of all documents for parent communication. Therefore documents can be accessed and translated in a timely fashion. In addition, in-house staff and parent volunteers will translate weekly notices

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.

School staff as well as parent volunteers will provide oral interpretation services. These persons will collaborate with the Principal, the ELL Assistant Principal as well as the School Based Support Team in order to provide coherent as well as comprehensive informational sessions. The oral translators will also engage in parent conferences in order to provide the families with specific instructional as well as academic information regarding their child's performance. In addition, these persons will also be made available in order to address the daily concerns of our parents. It is essential to provide these services in order to maintain an effective home-school partnership.

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>.

As a school, we will adhere to the regulations outlined in Section VII of Chancellor's Regulations A-663 regarding parental notification requirements by identifying members of our school community to provide written as well as oral translations. As we engage in instructional conferences as well as school-wide parent meetings we will ensure that we assess the communication needs in order to disseminate clear and concise information. As we contact the parents with regard to these meetings, we will identify the translation needs and distribute letters to parents in accordance. We will also use our budgetary allocations to provide additional services when necessary. In accordance with the mandate, our school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation, and interpretation services.

In addition, our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are addressed and provided the allotted time to discuss and address any and all concerns with administration.

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: | \$450,454 | \$137,961 | 0 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$4,505 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$22,523 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$69,290 | * | |

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

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

N/A

* 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.

Increased Parental Involvement

Purpose:

Parental involvement is an important aspect in the positive development of a child's view and value of his/her own schooling. The more importance a parent attaches to education and their child's standing at school, the greater the likelihood that their child will perceive school as significant and partake in the opportunities education can present. Therefore, increasing parental interest and participation in classroom and school-wide activities is an invaluable asset in promoting, reinforcing, and deepening the educational growth of each and every child. By reaching out to parents, and strengthening our efforts to increased parental involvement, PS/MS 4 will be able to better support and meet the needs of our students while gaining active engagement between the school and the community.

Background:

PS/MS 4 is not typical of most neighborhood schools. It is bounded in large, part by Crotona Park to our south, and the Bathgate industrial park to our north. A large majority of students live outside the area and cannot walk to school. As a result, 80% of the PS/MS 4 student body is bused. Parents living outside the area do not typically pass our school or see it as a part of their community or neighborhood. Therefore PS/MS 4 needs to consciously and purposefully draw parents into our midst. Increased parental involvement through key functions and important school activities can motivate parents to "make the trip" to PS/MS 4 as well as foster a feeling of community.

Status:

To date, majority of functions held at PS/MS 4 are not widely attended by the parent body. We have made some strides in raising parental attendance at school-wide functions from 15 to 20 parents to the present levels of 20 to 30 parents. However, it is a school goal to significantly increase parent attendance and thereby increase parental involvement by 10%.

Plan of Action:

In an effort to increase parental involvement a two-part plan will be implemented. The first initiative will be to increase articulation between the classroom teachers and the parents. These positive measures will draw parents into the classrooms. This will be accomplished in the following manner:

- Teachers will participate in a "Back to School Curriculum Night" which will be held at the end of September. This event will allow parents

to meet the classroom teacher and become better acquainted with the curriculum program in which their child will be involved.

- A Telephone messaging system is now in place that will notify parents of vital information and upcoming school-wide events, in both English and Spanish. This system will keep parents better informed and ensure that parents receive information that will foster a stronger feeling of community.
 - Parents will be invited to attend curriculum celebrations in all curriculum areas, inclusive of literacy and mathematics. These celebrations will occur at the end of every unit of study and will include a class invitation extended to each parent. Parents attending these celebrations will be able to see, hear, and experience their child's successes in a positive and welcoming atmosphere.
 - A series of 3 surveys will be issued: one each to the students, staff members, and parents in order to identify areas of concern and interest so that we may better service all of the PS/MS 4 school community. The needs identified through these surveys will be addressed so that each constituent will deeply feel part of the process.
 - Another important element of the plan will be the work of the parent coordinator. It is the job of the coordinator to act as the link that connects the school's administration, teachers, and staff to the parents. The parent coordinator will spearhead a sharpened outreach program that will draw parents to the school through varied and interesting programs whose topics are vital to the parents' interests. These topics will include those identified through the survey process to include:
 - A monthly parent calendar was created in coordination with the school's instructional calendar. The monthly Parent Calendar will be distributed to parents in advance, at the end of the previous month to inform parents in a timely fashion of upcoming events that directly impact on their children.
 - Parent workshops will be planned in coordination with the instructional calendar and announced in the parent newsletter to support the school's instructional agenda and increase parental involvement.
 - A monthly parent newsletter will preview upcoming events of interest to parents and help gain active engagement between the school and the community.
 - A large version of the monthly calendar will be posted at the main door of ECC and Main building to ensure that parents entering the building are aware of up-coming events.
 - "Big Ticket" Raffle items will be offered at each meeting to draw more parents to each event.
 - Flyers will be created to advertise events and distributed to parents, in a timely fashion, 2 weeks before each upcoming event.
 - Flyers will be distributed to students in class and personally handed to parents at dismissal by our parent coordinator and administrators.
 - The parent coordinator will connect with parents 3 days a week, either in the morning as students are brought to school by family members or at dismissal when students are being picked-up.
 - The parent coordinator will host periodic parent and staff breakfasts to increase and foster understanding and cooperation between home and school.
 - Monthly Parent Association Meetings will be held before a well advertised important school-wide function. This will encourage greater attendance at PA meeting and lead to increased parental involvement.
- Planned events to include the following:

- 8th Grade High School Articulation/Application Workshop
- Curriculum Night
- Promotion In Doubt (PID) Conference
- Literacy and Math Celebrations

- Perfect Attendance Celebration
- Parent Surveys
- ELA Workshops
- Math Workshop
- ELL Workshop
- Parents of Students of Special Needs Workshop
- Parent-Teacher Conferences
- Thanksgiving Food Drive
- Open House for Kindergarten Enrollment
- Parent / Teacher Thanksgiving Dinner and Basket Distribution
- Holiday Show
- Parent Appreciation Day Dinner
- Parent Guardian Recognition Brunch
- Bring Your Parent to School Day
- Science Fair
- Family Day
- Computer Training Classes
- Knitting Workshop
- Cooking Classes
- Stress Management Strategies
- Learning Leader Workshops
- Gang Awareness Workshop
- Anti-Bullying/Cyber Bullying Workshop
- PS/MS 4 Got Talent Event

Assessment:

PS/MS 4 will be able to assess and measure our progress through a 10% increase in the number of parent volunteers and parent attendee's at school functions, and PA Meetings. Periodic parent surveys will monitor parent satisfaction, as well.

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 Responsibilities

PS/MS 4 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- The staff of PS/MS 4 has created curriculum maps in the areas of literacy, mathematics and social studies that are aligned with the New York State Standards. In addition, the staff has developed science curriculum maps aligned with the Science Syllabus. Curriculum maps and instructional plans are continually revised as we are designing meaningful and purposeful instructional programs.
- All instructional staff at PS/MS 4 is adequately licensed and working under their license designated area. In addition, Professional Development provided to the staff is aligned with the State and City standards.

2. Hold parent-teacher conferences (bi-annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

- The Parent-teacher conferences at PS/MS 4 will be held twice yearly, morning and evening sessions in the fall and spring during the period prescribed by the Department of Education.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- PS/MS 4 provides parents with Quarterly Progress Reports in order to inform them of student progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as per need and request.
- There is a Family/ Student handbook that is provided to each student for their parents. At the conclusion of each school year this Family/Student handbook is updated to include new pertinent information. In addition, this document addresses the following:

1. School Hours of Operation
2. Telephone Directory
3. Student Disciplinary Code
4. Policies and Procedures (cell phones, attendance, lateness, emergencies, scholastic dishonesties)
5. Academic Resources

4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Attend celebrations and special events sponsored by the school and the Parents association.
- PS/MS 4 provides a variety of avenues for parents to become involved and volunteer services to support the school community. Some of these activities are as follows:
 - Parents volunteer their time to become active members of the School Leadership Team.
 - Parents attend class trips with their children and help teachers to maintain safety for all students.
 - Parents participate in literacy celebrations and support students' success in the classroom.
 - Parents volunteer their services during lunch periods in order to help maintain safety.
 - Parents volunteer their time during scheduled school assemblies and are certainly a valuable asset to the instructional staff.

Parent Responsibilities

Parents will support our children's learning in the following ways:

- Parents at PS/MS 4 will support their children's learning in the following ways:
- Parents volunteer services to the school on an ongoing basis
- Attending curriculum based workshops provided by Literacy/Math Coaches
- Attending workshops provided by the Parent Coordinator on varying pertinent subjects
- Attending extracurricular activities such as; Curriculum Night, Awards Ceremonies, etc
- Attending Parent Association Meetings
- Attending scheduled IEP meetings as well as IST meetings with guidance personnel, administrators and teachers of which parents have been informed of in a timely fashion and accepting of parental representation.

Student Responsibilities (revise as appropriate to grade level)

PS/MS 4 provides students with mindful guidance in order to improve academic achievement.

- The PS/MS 4 Student/ Family Handbook indicates clear expectations as to:
- Timely daily arrival to school
- Classroom Participation
- Attendance to school (well prepared with required educational tools and completed assignments)
- Students are expected to voice understanding of curricular matters
- Explicit behavior code with regard to student conduct

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

PS/MS 4 will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. 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.
4. 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 language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes 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.
6. 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.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
PS/MS 4 continues to:
 - Conduct School Leadership Meetings twice every month which includes parents, teachers, administrators and members of the Community Based Organization (PHIPPS, C.C.B)
 - o School Leadership Team meets two specific days each month
 - o Provide parents with a yearly calendar of School Leadership Team meetings
 - o Post an enlarged version of the School Leadership Team Calendar at the entrance of each building
 - o Back pack letters to remind parents of upcoming School Leadership meetings
 - o Hold parents Association meetings and Title I meetings in order to apprise the parents of all policies, procedures and improvements.

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, PS/MS 4 will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal

statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

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.

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.

Please See Pages 12-46, of Section IV.

2. Schoolwide reform strategies that:

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

At PS/MS 4, we offer our students various opportunities to learn, such as the following:

- A 50-minute, 3 day-a-week, Extended Day, Data-Based Program.
- A 6-hour weekly After School Program targeting 2nd through 8th grade student populations.
- A partnership with the Phipps Community-Based Organization which provides social, emotional, and academic support, to students of working parents. This organization runs after school and is tuition free. The Phipps Organization also provides summer opportunities as well as a Saturday trip program.
- Holiday and Winter Academies are provided for students who are interested in receiving extra help in the areas of Literacy and Mathematics.
- A "Century 21 Technology Grant" after school program provides opportunities for the ELL population.
- A Shubert Organization, "Broadway Jr." Grant provides funding for an after school drama program (3 days a week), in which students have an opportunity to perform a "Broadway like" yearly production.
- PS/MS 4 provides a Summer School Academic Program that is mandatory for students who did not meeting the State Standards throughout the school year.
- Help provide an enriched and accelerated curriculum.

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

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

Current research tells us that students need to experience multiple modalities as well as learning across the genres. PS/MS 4 has developed standard-based curriculum maps inclusive of multiple genres of study, which includes literacy instruction in six genres of study in fiction and non-fiction throughout the school year. We incorporate 5 essential components in the instructional reading program which has been identified by the National Reading Panel (NRP).

These components are:

- Phonemic Awareness
- Phonics Instruction
- Fluency
- Vocabulary
- Comprehension
- Desire to Read
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

o Help provide an enriched and accelerated curriculum.

At PS/MS 4, we offer our students various opportunities to enrich and accelerate their learning, such as the following:

- An academic data driven instructional program that targets student's specific areas of need.
- An accelerated Mathematics Regents Course which, for students who pass, will provide them with high school credit.
- A "Teaching Matters" middle school writing program.
- A Shubert Organization, "Broadway Jr." Grant provides funding for an after school drama program (3 days a week), in which students have an opportunity to perform a "Broadway like" yearly production.
- A "Century 21 Technology Grant" after school" program provides opportunities for the ELL population.
- A "Voices and Choices" middle school social studies curriculum.
- Departmentalized 6th grade program which provides teachers with the ability to focus instruction in the teacher's areas of expertise.
- A 3rd grade "Reading Street" Program.
- A "Career Championship" program which gives the middle school students the opportunity to enter into a writing competition with regards to their career choice.

o Meet the educational needs of historically underserved populations.

At PS/MS 4, the following has been implemented to meet the needs of the Special Education, ELL population and At Risk students:

- Special Education:

- o Professional Development – Wilson Reading Program, 3-day Training provided systematically for the special needs teachers.

- o In-House Professional Development – Orton-Gillingham Specialist, in the areas of Literacy

- o Outside Professional Development – provided by DOE and Network Trainers

- o IEP Training – provided by DOE and Network Trainers for special education teachers and providers

- o Data Driven Instructional-Based Curriculum – data is disaggregated and prescriptive lesson packets are created to address the specific deficiencies of the special education classes and for individual students to accelerate learning

- o Provide special education teachers with differentiated professional development which will translate into increased student learning

- ELL Population Instructional Support:

- o An In-house, Teacher Center Specialist, who is proficient in specialized techniques that support the ELL population through staff development.

- o ELL after school program entitled the ELL Institute which meets three days a week, two hours per day. This Achieve 3000 Program provides the ELL student population with much needed additional instructional support via the use of technology. The program is administered by two professional licensed in ESL and QTELL.

- o Data Specialist disaggregates and provides the staff with data presentations pertaining to on-going interim assessments, state examinations in ELA and Mathematics. Collaboratively through weekly common planning sessions the instructional staff will utilize this data to plan focused differentiated lessons which will translate into student achievement.

- o An AIS program where all ELL students meet with AIS team members who are qualified license personnel in ESL and QTELL.

- o A SETSS provider meets with the special education students as per their IEPs including the ELL population of students with IEPs.

- 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.

counselor located in the main building who services the 3-8 school population.

- o For the middle school population, we designed a “Career Championship” program which gives students the opportunity to enter into a writing competition with regards to their career choice.

- o An accelerated Mathematics Regents Course which, for students who pass, will provide them with high school credit.

- o A Student Council Committee consisting of collaboration between the principal, the social worker and 15 students meet weekly in order to

assess student needs, develop leadership qualities in the student body and discuss important adolescent issues of the middle school students. The Student Council Committee acts as a catalyst of change.

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

3. Instruction by highly qualified staff.

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

- o We have developed differentiated professional development for all teachers and staff members of the PS/MS 4 community.
- o Para-professionals are provided with in-depth professional development that meets their individual teaching and classroom support needs.

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

- o At PS/MS 4, we currently have a partnership with Fordham University and have 3 student teachers completing their internship with one math and two literacy middle school teachers.
- o The administration attends job fairs in order to recruit highly qualified teachers.
- o We have two literacy and two math coaches who work out of Teacher Center and an In-house, Teacher Center Specialist, who is proficient in specialized techniques that support the ELL population through staff development.
- o There is a mentoring program in place which experienced teachers work with new staff members for a total of 40 hours of the school year.
- o In-House Professional Development – Orton-Gillingham Specialist, in the areas of Literacy

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

- o See pages 98-99.

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.

- o PS/MS 4 houses the Head Start program, La Peninsula, in the Early Childhood Center. Time will be allotted throughout the school year for inter-visitations as well as verbal articulation. In addition, standard-based curriculum maps will be shared amongst the staff of La

Peninsula in order to develop a pre-school curriculum that will mirror and support PS/MS 4 curriculum which is currently implemented throughout grades K-8.

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.

specific deficiencies of the special education classes and for individual students to accelerate learning.

- Data Driven Instructional Fridays initiative allows students to understand the various assessments, strengths and next steps.
- Students utilize grade specific data templates in which they record the results of the various assessments and grade specific goals templates in which they examine their goals based on their understandings of the data and their next steps.
 - o Data Specialist disaggregates and provides the staff with data presentations pertaining to on-going interim assessments, state examinations in ELA and Mathematics. Collaboratively through weekly common planning sessions the instructional staff will utilize this data to plan focused differentiated lessons which will translate into student achievement.
 - o A Professional development survey is use to comprise the professional development calendar as per teacher request and stated needs.
 - o Differentiated professional development sessions are developed and scheduled.
 - o “Lunch and Learn” voluntary professional development meeting are devised in order for teachers to discuss and plan lessons utilizing data provided by the data specialist.
 - o Grades K-6 weekly common planning meetings provide opportunities for teachers to discuss the various assessments and disaggregated data to plan differentiated lessons to accelerate student achievement.
 - o Grades 7- and 8 meet monthly to provide opportunities for teachers to discuss the various assessments and disaggregated data to plan differentiated lessons to accelerate student achievement.
 - o A testing coordinated assist in the administration and with concerns/ questions regarding school-wide assessments.

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.

Focus targeted skill lessons supports student learning through the extended day portion of the school day.

- o Holiday academics, Winter break academies support level 1 and low level 2 students across the major curriculum areas in mathematics and literacy.
- o The middle school instructional staff supports the level 2 students in literacy and math during the professional periods affording students with small group and individual instruction.
- o A comprehensive academic intervention program comprises of an ELA specialist and math specialist provides students with AIS using push-in and pull-out model.
- o Special education students are provided with differentiated academic intervention services by a Wilson specialist via a push-in pull-out model.
- o The ELL student population is afforded academic assistance during an after school program “Achieve 3000” which supports students with

instruction in the major curricular areas infusing the use of technology.

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.

PS/MS 4's social worker provides the students with multiple workshops relating to violence prevention and gang awareness. In addition, she provides at-risk counseling, she runs the student council committee, is a member of the attendance committee, connects parents with community services, and provides bilingual counseling.

A partnership with the Phipps Community-Based Organization which provides social, emotional, and academic support, to students of working parents. This organization runs after school and is tuition free. The Phipps Organization also provides summer opportunities as well as a Saturday trip program.

PS/MS 4 houses the Head Start program, La Peninsula, in the Early Childhood Center. Time will be allotted throughout the school year for inter-visitations as well as verbal articulation. In addition, standard-based curriculum maps will be shared amongst the staff of La Peninsula in order to develop a pre-school curriculum that will mirror and support PS/MS 4 curriculum which is currently implemented throughout grades K-8.

An adult GED program will begin this school year, giving parents an opportunity to obtain a high school equivalence certificate. The program will take place at PS/MS 4, during the early evening hours, so as to give parents the opportunity to attend without interfering with work schedules. This will promote learning within the home, and place a greater value on education. In addition, parents in the program will learn some of the foundations of English Language Arts and mathematics so as to be able to assist their children with their learning.

The parent coordinator works with the parents and school community by developing the following:

- A monthly parent calendar was created in coordination with the school's instructional calendar. The monthly Parent Calendar will be distributed to parents in advance, at the end of the previous month to inform parents in a timely fashion of upcoming events that directly impact on their children.
- Parent workshops will be planned in coordination with the instructional calendar and announced in the parent newsletter to support the school's instructional agenda and increase parental involvement.
- A monthly parent newsletter will preview upcoming events of interest to parents and help gain active engagement between the school and the community.
- A large version of the monthly calendar will be posted at the main door of ECC and Main building to ensure that parents entering the building are aware of up-coming events.
- "Big Ticket" Raffle items will be offered at each meeting to draw more parents to each event.
- Flyers will be created to advertise events and distributed to parents 2 weeks before each upcoming event.
- Flyers will be distributed to students in class and personally handed to parents at dismissal by our parent coordinator and administrators.
- The parent coordinator will connect with parents 3 days a week, either in the morning as students are brought to school by family members

or at dismissal when students are being picked-up.

- The parent coordinator will host periodic parent and staff breakfasts to increase and foster understanding and cooperation between home and school.
- Monthly Parent Association Meetings will be held before a well advertised important school-wide function. This will encourage greater attendance at PA meeting and lead to increased parental involvement.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For

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

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

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i> | Check (X) in the left column below to verify that the school has met the intent and purposes 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 (Basic) | Federal | Yes | | | \$333,336 | True | |
| Title I, Part A (ARRA) | Federal | Yes | | | \$136,581 | True | |
| Title II | Federal | Yes | | | \$222,856 | True | |
| IDEA | Federal | Yes | | | \$62,025 | True | |
| Tax Levy | Local | Yes | | | \$326,000 | True | |

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.

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.

Restructuring (Advanced)

NCLB / SED STATUS: - Focused **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. According to the "School Accountability" report 2009-2010, Special Needs students in grades 3 - 8 did meet the AYP in NYS ELA exam.
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. The school will target ELLs and Special Needs deemed at-risk as per the NYS ELA exam and other assessments administered such as ECLAS-2, running records, Simulations, Predictives, ITAs, etc. Special Needs students will be supported through the 21st Century Grant which will afford state of the art technology tools in order to differentiate instructions and provide engaging lesson that will target next steps.

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.

A full-time status literacy coach is funded in house mentoring and professional and curriculum development, and support of the Academic Intervention Services.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

An in house mentoring program allows seasoned staff members to be matched with and mentor new teachers in their area of expertise. Licensed staff mentors will provide 40 hours of professional development to include in class support, observations, debriefs, coaching, understanding use of materials, and modeling.

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.

Parents will be informed through a bi-lingual letter (English and Spanish) sent via mail about the school's identification for school improvement. The school family worker will support the home-school connection via the translation of all pertinent documents to inform parents and the community at large.

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.)
9

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

Through a coordinated effort the PS/MS 4 Parent Coordinator will spearhead the following activities:

- food drive that will support students and families
- provide pertinent information as it relates to healthy eating, medical services, government and state assistance, and other opportunities provided by CBO's or other non-profit organizations
- coordinate efforts with community agencies, such as St. Barnabas Hospital for parent/child workshops
- secure additional clothing through the salvation army
- School use funds allocated to provide students with uniforms when needed
- work with McKinney-Vento Act to ensure support to parents and students that are homeless

- provide workshops that expose families with information regarding opportunities to further their education
- work closely with the school's social worker to provide counseling when appropriate to students and family members
- work closely with outside organizations that provide counseling to students and family members
- build positive relationships with parents/guardians that promote volunteering their time to work in the school
- work closely with SES providers to provide additional educational services to the students

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_09X004_110310-170638.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 | 104 | District | 09 | School Number | 004 | School Name | PS/MS 4 |
| Principal | Vincent K. Resto | | | Assistant Principal | Maria Villegas-Ortiz | | |
| Coach | Sara Ehrlich | | | Coach | Bertha Cruz | | |
| Teacher/Subject Area | Rosalinda Finiguerra (ELA) | | | Guidance Counselor | Suzanna Cruz | | |
| Teacher/Subject Area | Tanica Brathwaite (Math) | | | Parent | type here | | |
| Teacher/Subject Area | type here | | | Parent Coordinator | Millicent Matos | | |
| Related Service Provider | Phyllis Amelio | | | Other | type here | | |
| Network Leader | Bob Cohen | | | Other | type here | | |

B. Teacher Qualifications

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

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

C. School Demographics

| | | | | | |
|------------------------------------|-----|----------------------|----|---|--------|
| Total Number of Students in School | 435 | Total Number of ELLs | 56 | ELLs as Share of Total Student Population (%) | 12.87% |
|------------------------------------|-----|----------------------|----|---|--------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Students are identified by the Home Language Survey, which is completed with the assistance of trained personnel. If and when the HLS indicates that the child speaks another language other than English in the home, a trained staff member completes an intake form that refers the child for LAB-R testing. Once the intake form has been completed, it is forwarded to the ELL Assistant Principal along with the child's exam history for review. The identified persons are trained by the ELL assistant principal to be able to conduct interviews with parents as well as to assess students by way of an oral interview. After review, the intake form is approved by the ELL Assistant Principal and is then inputted into the ATS system by the Pupil Accounting Secretary so that students can be tested. After the LAB-R assessment is completed, ELL eligibility is determined. After which, the Parent Coordinator mails home the entitlement letters to all students eligible for ELL services. Subsequent to the distribution of the entitlement letters, parents are contacted via phone and/or mail to attend a workshop to discuss programming options. These meetings provide parents with exposure to EPIC video presentation that describes each program option. In addition, the literacy coaches discuss the instructional models and how each targets instruction for ELLs. After the parents receive the necessary information, we distribute the parent surveys and program selection forms in the translated versions. Further to this, the Parent Coordinator is enlisted to facilitate the return of all necessary documents and to provide translation services when necessary.

Using information such as the LABR and NYSESLAT eligibility roster, we are able to determine which students are eligible for ELL services. In this regard, we are able to create a schedule in order to service students according to their NYSESLAT performance level. This assessment also provides us information regarding academic levels; specifically the NYSESLAT combined modality report describes each child's performance level in the areas of speaking and listening as well as reading and writing. Once the data from these assessments are collected, the information is analyzed and a determination is made in regard to student placement within the instructional programs offered at the school. After reviewing the parent surveys and program selection forms for the past few years, 98% of our parents request freestanding ESL. As a result, the ELL instructional program for PS/MS4 is freestanding ESL. In addition to the majority of our parents opting their children into the Freestanding ESL program, most of our grades do not have the corresponding student numbers needed to provide a sustainable bilingual program. Specifically, grades K-6 have between 3 to 8 ELL students on each grade level.

Parent Program Choice

The parents of our English Language Learners receive workshops that are designed to inform them of the choices they have and the programs that we have available. The LAP Team provides the workshops. The ELL teachers work closely with the ELL AP throughout the year to provide parents with any information needed to make informed choices about their child's education. The workshops are also repeated, if necessary, for any parent whose child is registered after the beginning of the school year.

For the past few years, most of our parents (about 98%), have requested a Freestanding ESL program. Thus our school has provided the English Language Learners with a Freestanding ESL program. The remainder of the parents have requested a bilingual program; however we do not have enough parents requesting this option. Therefore, the program of choice for our school is Freestanding ESL.

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 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 4 | 8 | 3 | 5 | 1 | 3 | 5 | 12 | 15 | | | | | 56 |
| Total | 4 | 8 | 3 | 5 | 1 | 3 | 5 | 12 | 15 | 0 | 0 | 0 | 0 | 56 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 56 | Newcomers (ELLs receiving service 0-3 years) | 21 | Special Education | 20 |
| SIFE | 1 | ELLs receiving service 4-6 years | 18 | Long-Term (completed 6 years) | 17 |

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

| | ELLs by Subgroups | | | | | | | | | Total | |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | | |
| TBE | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | 0 |
| ESL | 21 | | 4 | 18 | 1 | 5 | 17 | | 11 | | 56 |
| Total | 21 | 0 | 4 | 18 | 1 | 5 | 17 | 0 | 11 | | 56 |

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 |
| | | | | | | | | | | | | | | |

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 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 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 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 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|----------|----------|----------|-----------|
| Spanish | 4 | 8 | 2 | 3 | 1 | 3 | 5 | 9 | 13 | | | | | 48 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | 1 | 2 | | | | 3 | | | | | | 6 |
| TOTAL | 4 | 8 | 3 | 5 | 1 | 3 | 5 | 12 | 13 | 0 | 0 | 0 | 0 | 54 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here Programming and Scheduling Information

Instruction is delivered using the push-in as well as pull-out models throughout the school year. During the beginning of the school year, students are placed into specific groups by grade and proficiency level. As students are observed throughout these initial sessions, instructional decisions are made in order to provide each student with optimal learning opportunities. Therefore if a student is a sixth grade intermediate ELL placed in a group with others of the same proficiency level and grade, but finds it difficult to understand multiple concepts on that grade level, we will modify his/her program. After the review and analysis of student tasks, simulation data, unit assessments and/or teacher created tests we may make an informed decision to place this child with the fourth grade intermediate group. However, the general practice of the Free-standing ESL program is to group students by mixed proficiency levels within the following cohorts:

1. Kindergarten, First and Second Grade ELLs: Beginner
2. First and Second Grade ELLs: Intermediate and Advanced
3. Third, Fourth and Fifth Grade ELLs: Intermediate and Advanced
4. Sixth and Eighth Grade ELLs: Beginner
5. Sixth, Seventh and Eighth Grade ELLs: Intermediate and Advanced
6. Seventh Grade ELLs: Advanced
7. Eighth Grade ELLs: Advanced

Each group ranges in size from five to eight students. After identifying our ELL population, we devise a schedule and group our students accordingly so that we are able to service them according to the mandated number of instructional minutes. In addition, our groups are flexible and are continuously assessed in order to provide each child with the proper instructional setting. The students are serviced from September until February using the pull-out model; however, from February until June, the push-in model is utilized in preparation for the NYS exams. The ELL teacher is assigned to their classrooms to provide small group instruction in direct alignment with the Literacy and Math units of study.

Content Area instruction is taught in English on a daily basis. We employ strategies such as questioning (Bloom's taxonomy) in order to address higher order thinking skills within content area as well as literacy instruction. We have also incorporated vocabulary instruction so that students can begin to utilize these academic words as part of daily conversations as well as through accountable talk. In addition, our teachers encourage the students to use vocabulary in their daily writing as an extension of the writing workshop and content area work.

SIFE

Our two SIFE students were identified in the beginning of the school year and they are categorized as AIS students. They receive academic intervention, such as, small group instruction, Extended Day, and if needed referral for instructional services. The latter referral is a result of exhausted interventions and only if the students do not show progress. The students are monitored throughout the year with informal and formal assessments. The Instructional Coaches provide rigorous small group instruction while assessing their progress to determine next steps. Assessments such as teacher observations, conferencing, running records, simulations and quizzes will be utilized to determine performance. In addition to these academic support features, students will be exposed to literature circles, vocabulary enrichment as well as reading and writing journals to enhance their ability to use academic as well as social language.

Newcomers

The newcomers are also identified immediately through our intake process. Once assessed, the data is utilized to properly support students throughout the instructional school day. In scenarios, when a child speaks no English, a "Spanish-speaking" paraprofessional is assigned to support the child throughout the transition period as well as to provide direct instructional support. In addition, the ESL teacher will provide all newcomers with the mandated ESL periods to increase their exposure to the English language within academic settings. Specific students are also provided academic support through small group instruction based on their overall academic abilities. Further to this, students will be exposed to literature circles and/or guided reading, vocabulary enrichment as well as reading and writing journals to enhance their ability to use academic as well as social language.

ELLS receiving services for 4-6 years

Students are provided the mandated ESL periods and are targeted for AIS services through the lens of NYSESLAT intervention. Materials are acquired to expose the students to the content, skills and strategies outlined in the NYSESLAT. In addition, teachers on grades 6-8 are trained to tailor their lessons to accommodate these learners by way of modeling, differentiated tasks and continuous exposure to vocabulary and accountable talk. On the middle school grades, where most of our children were identified, we have begun to incorporate literature circles in order to address academic as well as social language.

Long-Term ELLs

Our long term ELLs are also identified so that teachers can assess their NYS scores, NYSELAT proficiency levels as well as portfolios to strategically define topics for instruction based on class trends as most of our students are on the 7th and 8th grades. In addition, students are encouraged to participate in our drama program so as to increase their ability to read, write, listen and speak. In this regard, we are reading Shakespeare and other books of interest in order to spark rich academic and social conversations within literature circles.

Special Needs ELLs

In addition, to the mandated periods of ESL, we have instituted the Teachers and Writers program where a professional writer supports instruction so that students are able to craft their writing in a similar fashion as the authors that they study. This work supports their ability to write fluently and to express themselves creatively through in-class celebrations and poetry slams. Students also receive AIS through small group instruction. In addition to these academic support features, students will be exposed to literature circles, vocabulary enrichment as well as reading and writing journals to enhance their ability to use academic as well as social language.

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 NYSELAT.
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?

ELLs are targeted within ELA, Math and other content areas through differentiated instruction and the use of technology. Each instructional period incorporates scaffolded lessons and targets modeling through the use of visual aids. In addition, differentiated tasks are designed by ability level. Multiple lessons throughout each week integrate the use of technology through modeling and guided practice. Further to this, students utilize multiple systems to evidence their overall understanding of concepts in all literacy, math and content areas. These systems include reading response journals, writer's and vocabulary notebooks. Conferencing within each instructional period also addresses individual as well as group needs.

Describe your plan for continuing transitional support for students reaching proficiency on the NYSELAT.

These students are provided with additional supports in addition to their regular literacy periods during our extended day program which includes literature circles. They are also monitored throughout the year and professional development is given to their teachers to differentiate learning in their planning and support. Students may have reached proficiency in either speaking and listening and/or reading and writing. Students generally struggle in the reading and writing, therefore we have begun to embed writing in all areas such as Social Studies and Reading. This includes short and extended responses in the reading workshop as well as in the content areas. In this regard, we have structured the reading response journals to include listening and taking notes to create short as well as extended response questions.

Continued Programs:

The Teachers and Writers program targets ELLs and Special Education students. This initiative involves small group instruction and content support via a professional writer. This writer provides new insight into the units of study and presents the students with varying methods of crafting as well as presenting their work. As a result, students begin to see themselves as authors and as such their confidence is improved.

How does your school assure the mandated number of instructional minutes is provided according to proficiency levels?

The first step we take is to identify all ELLs across all grades. We determine the number of teachers we need for the population we have. The ELL AP and the programmer plan for the mandated periods.

Based on the needs of our students, both push-in and pull-out is employed. This allows for two teachers to provide ESL to one class. One

teacher provides 360 minutes weekly for the Beginner and Intermediate and 180 of ESL weekly for the advanced students. This program complies with mandated minutes and also provides the students with a smaller classroom environment.

How is explicit ESL delivered in each program/materials to support...

The teachers follow the reading and writing workshops in their classes using ESL strategies. We have many materials that are used with ELL students. We have acquired libraries tailored to the new units of study that are designed to support students by reading books of interest. In addition, ESL methodologies are utilized throughout each lesson by the use of technology. Modeling through the use of visuals is easily facilitated through the use of Smart Boards. Lessons incorporate direct teaching, guided instruction as well as conferencing to support the overall understanding of each topic and/or concept. The texts are also leveled so that the teacher can deliver instruction based on the assessed ability-level of the students. In addition, we have acquired test readiness materials for the NYSESLAT. These materials were identified so that the children could work within the content as well as format of this assessment tool. Our goal is to encourage our students to become familiar with its structure, but also how to access the strategies necessary to navigate the assessment. Our teachers also receive professional development weekly and on-site coaching from both the coaches and the Assistant Principal.

Resources and support

What instructional materials are used to support the learning of ELLs? The ELLs in our school are supported through a multitude of resources. In all ESL classes there is a classroom library with an array of levels and genres. Our elementary classes use guided reading materials that target each child's reading level based on ECLAS 2 data as well as running records. In addition to the availability of support through technology, the Wilson Program, and small group instruction in all academic content areas also support ELLs.

Instructional Materials and Technology to Support ELLs

The ELLs are not only supported by their individual ESL teachers, but are also provided support by their classroom teachers. Available to these students is an open-access technology lab, which according to the genre of study and/or specific projects are able to conduct research, type writing pieces, assemble presentations and explore various software programs. In addition, SMART boards are now utilized in 16 classrooms to support the modeling component of each lesson. The instructional materials utilized for ELL instruction correspond to the lessons presented on a daily basis. The ESL and classroom teachers devise activities, identify texts and incorporate various instructional models to support their content and skills focus. It is by using these specific materials that these students are able to tackle the multitude of learning objectives identified by their teachers within each genre of study.

To what extent does ESL teachers pushing in or pushing out serve students.

These services are used to fulfill the mandated ESL times. We also push in and pull out with our Newcomers. We have collaborative teaching with the ESL teacher and the Content Area Teacher which provides optimal support for the ELL student whenever possible.

Organizing Program Models for Instructional Purposes

Program organization is a two-fold process. First and foremost, comprehensive instruction must be delivered on a daily basis. Secondly, we must deliver instruction that adheres to the mandated time allotments for beginner, intermediate and advanced ELL students. Taking the two-fold process into consideration, our students are grouped by NYSESLAT level and provided instruction based on their performance within the listening, speaking, reading and writing strands. Focusing on these strands, we are also able to incorporate our genre-specific studies.

Although, this information presents a homogenous configuration, within these groups the ability level varies. As a result, each ESL teacher must continually assess his/her students so that activities are differentiated according to academic performance and ability level. Therefore the "teaching point" in a lesson may be centered on a skill specific to all students, but the activities and the execution of the assigned work will be differentiated according to level as well as the modeling incorporated within the "direct teach."

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The staff receives ongoing professional development provided by the ELL Assistant Principal. Weekly meetings with the Literacy coach and provide opportunities for teachers to plan and share best practices. Common planning periods were also identified in order for the ELL teachers to collaborate with the Drama teacher in order to create lessons that target language acquisition. In addition to the ESL teachers, all staff is trained in varied ELL workshops given throughout the year during professional development, after school, Lunch and Learns, and professional periods. In addition, the school has formulated a partnership with the Teachers and Writers organization that will provide intensive professional development geared towards the proper implementation of best teaching practices.

Professional Development Plan for Personnel Working with ELLs

As aforementioned, there are a multitude of models used to expose our ELL teachers to the current topics in professional development. However, topics that must be addressed throughout the school year are as follows:

- Analyzing data to inform instruction
- Looking at student work to inform lesson design
- Differentiation
- Lesson Delivery
- Curriculum Mapping
- Standards and their application to instruction
- Types of assessments
- Test Preparation
- Teachers and Writers Collaborative organization

These topics address the areas that must be studied by the ELL teachers in order to further solidify the ESL curriculum.

In addition to these professional development sessions, we conduct curriculum planning sessions four times per week. These sessions target lesson planning, curriculum mapping, and assessment design. Assistant Principals are the team leaders and support the process as teachers discuss and make instructional decisions based on individual as well as class data.

Additional professional development will be provided to seven teachers through a professional writer from the Teachers and Writers program. These sessions amount to 28.6 hours per teacher. Those involved will be the ESL and the middle school teachers in order to target our largest population of ELLs. Along with this work, teachers will be focusing on lesson planning as well as the integration of targeted instructional areas such as listening, speaking, reading and writing.

E. Parental Involvement

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

Paste response to questions 1-4 here Parental Involvement

Parental needs are assessed through the Learning Environment Survey as well as In-House surveys to determine topics of interest as well as areas of concern. In addition, we also target parents by student-performance. Based on student performance levels, we provide parents with workshops and informational sessions which target how they can support their children at home.

Parents are involved in many activities throughout the school year to include workshops, parent-teacher conferences, Open School as well as Curriculum night.

Health First and Saint Barnabas Hospital are the community based organizations that provide workshops targeting health and family services. The McKinney-Vento organization offers services to parents that are homeless, displaced or in temporary housing. These organizations provide information at our workshops and the community events offered at PS/MS 4 throughout the school year, specifically our "Bridging the Gap" event.

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) | | | 2 | | | | 2 | | 4 | | | | | 8 |
| Intermediate(I) | | 5 | 1 | 1 | | | | 4 | 2 | | | | | 13 |
| Advanced (A) | | 1 | | 4 | 1 | 3 | 3 | 8 | 8 | | | | | 28 |
| Total | 0 | 6 | 3 | 5 | 1 | 3 | 5 | 12 | 14 | 0 | 0 | 0 | 0 | 49 |

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | 0 | 1 | 0 | 0 | 1 |
| 5 | 1 | 2 | 0 | 0 | 3 |
| 6 | 2 | 1 | 0 | 0 | 3 |
| 7 | 5 | 7 | | | 12 |
| 8 | 6 | 6 | 1 | | 13 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | 0 | | 0 | | | | 0 |
| 4 | | | 1 | | 0 | | | | 1 |
| 5 | | | 2 | | 1 | | | | 3 |
| 6 | | | 2 | | 1 | | | | 3 |
| 7 | 4 | | 5 | | 3 | | | | 12 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 8 | 4 | | 7 | | 3 | | | | 14 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

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

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|---------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| NYSAA Science | | | | |

Native Language Tests

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

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

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

Paste response to questions 1-6 here

Assessment Analysis

The patterns in the NYSESLAT results reveal that most of our students in both Elementary and middle school performed at an intermediate or advanced level of English.

In the middle school we have approximately 19 students on the advanced level and approximately 6 students on the intermediate level. There are now approximately 7 students at the beginner proficiency level. Although these results span the middle school, grades six to eight, this data highlights for us the need to emphasize our instructional efforts on the advanced proficiency population for academic intervention as well as ELL services. In addition to academic intervention, students must now receive enrichment support through literature circles, vocabulary as well as the arts to encourage the use of academic as well as social language.

Multiple Assessments

In conjunction with the NYSESLAT data, we collected and analyzed conference notes, ELA scores as well as reading assessments (ECLAS-2) in order to determine the content of instruction as well as the teaching methods that would be utilized in order to target our ELL population. By analyzing conference notes, we were able to determine the strands that we must address within the curriculum. For example, if a student presented a published writing to his class, a teacher would note if they spoke in complete sentences, if they used appropriate vocabulary in their speech and if they were able to understand and respond to audience questions. All of this data would inform the teacher of this child's

teachers can collaborate with the teachers of these students in order to design strategic plans to address their academic needs. As we have identified that the students are on various levels, adjusting their instructional programs to meet those needs is of the utmost importance. Although the students need more help in developing Reading and Writing skills, the results are consistent with ESL research which states that academic language takes longer to develop.

The progress of ELLs will be monitored throughout the year using assessment tools such as the ELL Interim Assessment, DRA, simulations, teacher tests, observations, portfolios, and student work. This will also help us determine if our instructional decisions are beneficial for our English Language Learners.

In our school we have a Freestanding ESL Program; therefore, the tests are in English. However, the newcomer students are taught throughout the year with side-by-side translations, and that group is exempt from the ELA assessment. The results further show that the ELLs are progressing about the same as the mainstream English students. The majority of our students fall into Level 2 in ELA and in Math, the same as the general education students.

The results of the ELL Interim Assessments are used to develop professional development opportunities for teachers and to help teachers plan their units and day-to-day lessons. The implication of the data demonstrates that data needs to drive our instruction. In our school we are currently using the data to develop the professional development. In regards to the native language we need to assess the students more thoroughly to get an accurate reading of how the native language affects their learning. The newcomers in our school can provide us with this information.

ELLs are targeted within ELA, Math and other content areas through differentiated instruction and the use of technology. Each instructional period incorporates scaffolded lessons and targets modeling through the use of visual aids. In addition, differentiated tasks are designed by ability level. Multiple lessons throughout each week integrate the use of technology through modeling and guided practice. Further to this, students utilize multiple systems to evidence their overall understanding of concepts in all literacy, math and content areas. These systems include reading response journals, writer's and vocabulary notebooks. Conferencing within each instructional period also addresses individual as well as group needs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|---------------------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S./M.S. 004 Crotona Park West | | | | | |
| District: | 9 | DBN: | 09X004 | School | | 320900010004 |

DEMOGRAPHICS

| | | | | | | | | | |
|----------------|-------|---|---|---|----|---|----------|---|--|
| Grades Served: | Pre-K | | 3 | v | 7 | v | 11 | | |
| | K | v | 4 | v | 8 | v | 12 | | |
| | 1 | v | 5 | v | 9 | | Ungraded | v | |
| | 2 | v | 6 | v | 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 | 0 | 0 | 0 | | 89.6 | 91.2 | 91.9 |
| Kindergarten | 42 | 57 | 45 | | | | |
| Grade 1 | 41 | 49 | 63 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 48 | 38 | 46 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 48 | 40 | 43 | | 90.3 | 90.4 | 93.3 |
| Grade 4 | 39 | 41 | 38 | | | | |
| Grade 5 | 56 | 37 | 41 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 71 | 54 | 32 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 46 | 64 | 56 | | 92.1 | 96.7 | 96.7 |
| Grade 8 | 85 | 43 | 62 | | | | |
| 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 | | 19 | 41 | 33 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 10 | 4 | 9 | Recent Immigrants - Total Number: | | | |
| Total | 486 | 427 | 435 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 1 | 6 | 1 |

| 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 | 78 | 43 | 45 | Principal Suspensions | 53 | 66 | 48 |
| # in Collaborative Team Teaching (CTT) Classes | 25 | 30 | 31 | Superintendent Suspensions | 21 | 23 | 26 |
| Number all others | 18 | 21 | 30 | | | | |

These students are included in the enrollment information above.

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

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <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 | 9 | 0 | TBD | Number of Teachers | 67 | 59 | 56 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 18 | 15 | 9 |
| # receiving ESL services only | 58 | 63 | TBD | | | | |
| # ELLs with IEPs | 9 | 26 | TBD | | | | |

| Number of Educational Paraprofessionals | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| These students are included in the General and Special Education enrollment information above. | 4 | 4 | 7 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 5 | 4 | 14 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 90.7 |
| | | | | % more than 2 years teaching in this school | 65.7 | 67.8 | 73.2 |
| | | | | % more than 5 years teaching anywhere | 64.2 | 66.1 | 75.0 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 81.0 | 83.0 | 83.9 |
| American Indian or Alaska Native | 0.4 | 0.5 | 0.2 | % core classes taught by "highly qualified" teachers | 93.5 | 100.0 | 91.8 |
| Black or African American | 44.7 | 46.1 | 51.5 | | | | |
| Hispanic or Latino | 53.3 | 49.4 | 47.6 | | | | |
| Asian or Native Hawaiian/Other Pacific | 1.0 | 0.5 | 0.2 | | | | |
| White | 0.2 | 0.5 | 0.5 | | | | |
| Male | 49.2 | 48.5 | 50.6 | | | | |
| Female | 50.8 | 51.5 | 49.4 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | | NR |
| Overall Score: | 50.4 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 8.5 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 6.8 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 28.6 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 6.5 | | | | | | |

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

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

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