



P.S.35X

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S.35X
ADDRESS: 261 EAST 163RD STREET,
BRONX, NEW YORK 10451

TELEPHONE: 718-681-7214
FAX: 718-681-7264

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot	6
SECTION IV: NEEDS ASSESSMENT	9
SECTION V: ANNUAL SCHOOL GOALS	14
SECTION VI: ACTION PLAN	15
REQUIRED APPENDICES TO THE CEP FOR 2010-2011	Error! Bookmark not defined.
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM ..	Error! Bookmark not defined.13
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	30
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	17
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS	18
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT	23
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)	Error!
Bookmark not defined.	24
APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS	25
Bookmark not defined.	Error!
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11	Error!
Bookmark not defined.	35
APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error!
Bookmark not defined.	36

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S.35X **SCHOOL NAME:** Franz Sigel

SCHOOL ADDRESS: 261 East 163rd Street Bronx, New York 10451

SCHOOL TELEPHONE: 718-681-7214 **FAX:** 718-681-7264

SCHOOL CONTACT PERSON: Graciela Navarro **EMAIL ADDRESS** gnavarr@schools.nyc.gov

POSITION/TITLE : PRINCIPAL

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jacqueline Coban

PRINCIPAL: Graciela Navarro

UFT CHAPTER LEADER: Jacqueline Coban

PARENTS' ASSOCIATION PRESIDENT: I
Josephine Ofili

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 9 **SSO NAME:** Children's First Network 104

SSO NETWORK LEADER: Bob Cohen

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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Graciela Navarro	*Principal or Designee	
Jacqueline Coban	*UFT Chapter Chairperson or Designee	
Aisha Umar	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Macielle Donohue	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Sandra Williams	Member/	
Rosa Toranzo	Member/	
Josphine Ofili	Member/	
Kimberly Jefferson	Member/	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 35X The Franz Sigel School is located in the Morrisania section of the Bronx and serves 663 children who come from the local area, as well as many countries, including Mexico, Central America, Africa and several islands in the Caribbean. PS 35X presently has four kindergarten(including one self contained 12:1 special education class), four first grade(including a first/second grade 12:1 special education class), six second grade, five third grade, five fourth grade, five fifth grade classes. Students are homogeneously grouped and grades 4 and 5 are taught by ELA/Social Studies and Math/Science department teachers. Students are serviced by one principal, two assistant principals, two coaches, fifty teachers, one full time and one part-time School Counselor, eight educational assistants, one secretary, and a Parent Coordinator, seven school aides and one school safety officer. Of the pedagogical staff, 95.6% are fully licensed and certified and 85% have more than 5 years teaching experience in the school.

Assessment is used to promote learning, diagnose problems, plan next instructional steps, and provide students with feedback necessary to make improvements. It allows teachers to have clear learning goals for planning. Our 2009-2010 Progress Report resulted in an overall grade of **C**. The school received a **B** in School Environment, a **C** in Student Performance, and a **C** in Student Progress. Quality Review evaluation resulted in a **Well Developed** rating for the 2007-2008 school year. We did not have a Quality Review in 2009-2011. PS 35X is a school in good standing meeting AYP in English Language Arts, Math and Science with the New York State Department since the inception of this accountability status.

With the implementation of the McGraw Hill Treasures program PS35X is working to meet the expectations of the New State Standards. English Language Learners are serviced in transitional bilingual classes in grades K and 1 and ESL self-contained classes in grade 3, 4 and 5. To continue exceeding expectations of the Mathematics Standards, the *Every Day Math Program* is implemented and supplemented with *Houghton Mifflin Math Steps*. PS 35X implements the TCI Social Studies Alive and the FOSS Full Option Science System Science curriculum. English Language Learners in grades 2 to 5 are included in the extended day program.

PS 35X offers a morning test preparation program for our students in grades 3, 4 and 5. Enrichment Club programs offer 2nd - 5th grade students a variety of hands-on activities including art, theatre, dance, instrumental and chorus. A multimedia program provides for 4th and 5th grade students the opportunity to learn the basics of camera shooting, sound editing, and reporting.

Parents at PS 35X are active participants in the Parent-Teachers Association, the School Leadership Team, and the Learning Leaders Volunteers Organization. PS 35X conducts special activities for parents geared at parents as adult learners and parents as school partners.

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.” 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.35X Franz Sigel			
District:	9	DBN #:	09X035	School BEDS Code #: 320900010035

DEMOGRAPHICS									
Grades Served in 2008-09:	<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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.8	93.8	TBD		
Kindergarten	106	129	79						
Grade 1	143	131	143	Student Stability: % of Enrollment					
Grade 2	144	150	124	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	138	149	122		88.8	95.6	TBD		
Grade 4	138	149	125						
Grade 5	0	0	122	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		77.5	93.4	93.5		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		40	38	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	685	695			24	8	8		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	15	19	14						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	2	2	TBD		
Number all others	16	37	63	Superintendent Suspensions	0	1	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	83	54	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	97	95	134	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	25	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	46	46	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	8	9	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	5	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.1	Percent more than two years teaching in this school	84.4	84.8	TBD
Black or African American	35.3	34.5	34.5	Percent more than five years teaching anywhere	82.6	84.8	TBD
Hispanic or Latino	62.6	62.7	62.5				
Asian or Native Hawaiian/Other Pacific Isl.	1.5	1.3	1.7	Percent Masters Degree or higher	93.0	97.4	TBD
White	0.6	0.9	1.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.3	97.4	TBD
Multi-racial							
Male	52.0	49.6	50.1				
Female	48.0	50.4	49.9				

2009-2010 TITLE I STATUS				
<input checked="" type="checkbox"/> <input 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 (2010-11 Based on 2009-10 Performance):			
<input checked="" type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2
		<input type="checkbox"/>	Improvement – Year 2
		<input type="checkbox"/>	Restructured – Year ____

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. 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
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓				
Hispanic or Latino	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White						
Multiracial						
Other Groups						
Students with Disabilities	✓ SH	✓	-			
Limited English Proficient	✓	✓	-			
Economically Disadvantaged	✓	✓	✓			
Student groups making AYP in each subject	6	6	1	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	75.0	Quality Statement Scores:	N/A
Category Scores:	TBD	Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 30% of the Overall Score)	20.8	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 55% of the Overall Score)	39.3	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	N/A
<p>Note: Progress Report grades are not yet available for District 75 schools.</p>			

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 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 the 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?
-

STUDENT PERFORMANCE

The 2009 State School Accountability Measures indicate that in ELA 47.8% of 3rd, 4th and fifth grade students and in Mathematics 55.1% of 3rd, 4th and 5th grade students including English Language Learners and Special Education met or exceeded State Standards on the English Language Arts Assessment.

ELA Results by Performance Level

LEVEL	GRADE 3		GRADE 4		GRADE 5	
	# of students	%	# of students	%	# of students	%
Level 4	18	15%	4	3%	9	8%
Level 3	45	37%	60	50%	39	33%
Level 2	48	39%	49	41%	57	48%
Level 1	11	9%	7	6%	15	13%
Total Tested	122		120		120	

MATH Results by Performance Level

LEVEL	GRADE 3		GRADE 4		GRADE 5	
	# of students	%	# of students	%	# of students	%
Level 4	29	23	24	20%	25	20%
Level 3	38	30%	45	37%	39	31%
Level 2	50	40%	49	40%	49	39%
Level 1	8	6%	5	4%	13	10%
Total Tested	125		123		126	

The current changes in scale score show a significant drop in scores at the school level. The current trend is that approximately 50% of students have a performance of level 2 in both English Language Arts and Mathematics. NYSESLAT data indicates that there were 145 English Language Learners in 2009-2010 and 78 % of these ELL/LEP students attained English proficiency in listening and speaking and 45% of ELL/LEP students achieved proficiency in reading and writing. Approximately 89% of our students scored above the State Designated Level on the fourth grade Science examination.

STUDENT PROGRESS

The 2009-2010 Progress Report shows that this year's score for our school was 20.8 out of 60. The school's median growth percentile in English Language Arts was 66.0 and in Mathematics 59.5. The lowest third percentile median growth was 27.8 in English Language Arts and 29.3 in Mathematics. Our school's median growth percentile relative to Peer Horizons was a 48.4% in English Language Arts and 36.3 in Mathematics.

QUALITY REVIEW

The school did not have a 2008-2009 Quality Review.

What the school does well: From 2007-2008 Quality Review

- The principal has a clear vision for the future success of the school that she shares effectively with the school community.
- There is a clear process of self-evaluation, monitoring, and amending goals which leads to rapid school improvement.
- Leaders in the school have a good knowledge of individual students, which is informed by progress tracking and good use of intervention strategies.
- Data gives a clear picture of student achievement, which helps inform the identification of issues for whole school improvement.
- Leaders and staff collaborate well in setting goals for students' achievement that are based on a shared understanding of school wide strategic goals.
- Very high expectations are set and understood, which means that students and staff know that they must give of their best.
- Good opportunities for professional development are driven by data analysis and have been successful in securing improvement.
- Mutual respect and professional dialogue are strong features and demonstrate the teamwork that is apparent across the school.
- The administrative team has very good knowledge of school's strengths and areas for development which drives effective action planning.

What the school needs to improve: 2010-2011

- Further develop the use of collaboration and data to set measurable and differentiated learning goals for students and subgroups and students in need of additional support
- Use the available data to identify the progress of different sub groups in order to support their needs.
- Use data to analyze the pedagogy of staff in literacy and mathematics in order to improve the school's lowest third quartile in English Language Arts and Mathematics.
- Engage in exchange of information with students and families regarding student's learning needs and outcomes

Areas of Collaboration and Promising Practices 2010-2011

- AIS Team Teaching: Classes at P.S.35X are grouped homogenously. The class with the lowest Reading and math levels from grades 1-5 are assigned two teachers to reduce the ratio of teacher to student, have each teacher focus on a particular content area and provide consistent academic intervention throughout the day.
- McGraw Hill Literacy program provides coherence and alignment to New York State Standards as well as a structure for teachers to follow. The program has components specific to English Language Learners.
- Departmentalized classes in grades 4 and 5. Teachers in grades 4 and 5 responsible for teaching Math and Science or English and Social Studies servicing two classes a day.
- Two gender based classes in grades four and five.
- Focus on English Language Learners- self contained ELL classes are instructed by certified bilingual teachers. Programs such as Achieve 3000 and Imagine Learning are used to support ELL's.
- Majors in the Arts for grades 4 and 5. Students choose the Arts program they are interested and attend this program during the day at least three times a week.

What have been the greatest accomplishments over the last couple of years? 2010-2011

- Building capacity within the school staff; principal, assistant principal, and coaches were former staff members of P.S. 35X. Current staff is identified, trained and supported to transition into positions within the school where their expertise can benefit the school community
- Administration consistently involved in professional development for its own learning. Ex: Harvard Graduate School of Education, Fordham Summer Institute for Principals, Summer Teacher's College Institute, Foundation For Critical Thinking, Executive Leadership Institute, CSA Conferences
- Knowledgeable staff in pedagogy of Everyday Mathematics program resulting in scores higher than the city and similar schools
- Intensive and consistent extended day programs (mornings, Saturdays, holidays, after school) supporting the instructional program for ELA and Mathematics resulting in growth in scores(Pending Funding)
- Providing intensive academic support for English Language Learners
- Development of a strong Arts program with licensed teachers or university background in art, dance, music and theatre.
- Ability to provide social and emotional support for extremely challenging students resulting in a change of attitude, higher self-esteem and better ability to focus on school work
- Using limited funds to service students for academic intervention and enrichment
- Partnerships with outside organizations (Yankees, Science/Wave Hill, Ballroom Dance, Barnes and Noble) that provide additional instructional opportunities.
- Active student council that has worked on various projects, including service projects, in the school and neighboring community

What are the most significant aids and/or barriers to the school's continuous improvement?

The most significant aids have been:

- Two Assistant Principals who have initiative, are knowledgeable in technology and have strong instructional content
- The addition of two coaches that will assist with implementation of new literacy program and continued support for all other content areas.
- Development of targeted goals and using data to set goals and inform instruction
- Using assessment to inform professional development
- Building capacity within the school
- Partnerships with outside organizations
- Diverse enrichment programs for students to succeed(Chess, karate, ballroom dancing, aerobics for Kids, Snack-it-up, basketball, football flag, chorus, student council, Friends for Change, ELL club, Lego, Future City)
- Safe and nurturing school environment

The barriers for the school's continuous improvement are:

- **No Child Left Behind** and transfer students who come to our school in grades 2, 3 and 4 who are at least 2 years behind and in need of intensive academic support
- Overcrowded school (110% capacity) with small classrooms that in some cases can hold only 16 students
- **Shared facilities:** gym, lunch and dismissal areas are shared
- **Lack of facilities:** NO science or art room
- **Funding:** Less funding to spend on supplemental and enrichment programs after school
- **Understaffed:** One pupil accounting secretary and a part time payroll secretary that provide services after school.
- **Underfunded to support technology throughout the school.** All teachers have Smartboards but all students do not have an individual laptop.

Based on the findings the following have been identified for improving student performance:

- Further develop the use of collaboration and data to set measurable and differentiated learning goals for students and subgroups and students in need of additional support
- Use the available data to identify the progress of different sub groups in order to support their needs.
- Use data to analyze the pedagogy of staff in literacy and mathematics in order to improve the school's lowest third quartile in English Language Arts and Mathematics.
- Engage in exchange of information with students and families regarding student's learning needs and outcomes
- Using data to share with students and their parents the small achievable steps that are needed to achieve success.
- Use the available data to identify the progress of different sub groups in order to support their needs.
- Implementation of McGraw Hill Literacy program to provide coherence and alignment in the literacy curriculum.
- Increasing inclusion opportunities for students in special education students in self-contained classes into the general education program and providing intensive professional development for teachers in specialized strategies to meet the needs of special populations
- Effective ESL strategies and programs for meeting the needs of the growing English Language Learner (ELL) population

PS 35X's Comprehensive Education Plan (CEP) will reflect a concerted effort and specific plans to address the findings and improve academic achievement of all students, with an emphasis on our targeted students.

Current strategies for improving instruction and student performance in English Language Arts include the implementation of McGraw Hill Literacy program. The McGraw Hill Literacy program *Treasures*, a research-based, comprehensive reading and language arts program provides high-quality literature with explicit instruction and ample practice, ensuring that students grow as life-long readers and writers. This program includes extensive support for Response to Intervention, Tiers I and II, within one manageable teacher's edition. *Treasures* includes effective English Language Learner Support and offers explicit, systematic instruction through print and digital formats that delve deeply into the four key aspects of reading and language arts instruction: listening, speaking, reading, and writing.

The Everyday Mathematics Program will continue to be implemented in all grades, as a primary tool for Mathematics instruction in the school during the 75-minute Mathematics block.

At least 90% of classroom teachers are participating in an Inquiry project. Teachers were asked to look at all data and choose five students that they felt had similar academic challenges. Teachers focus their work on a particular strategy or program that addresses the academic challenge. For example: In Kindergarten one teacher is using Foundations; an explicit and highly systematic word study program to address the needs of students who have difficulty with letter recognition and letter sounds. In fifth grade a teacher is using VMath live to address gaps in understanding mathematical concepts. Teachers meet with their students during extended day or during independent time.

The purpose and focus of Science instruction is to offer all students ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. In order to improve student knowledge of Science concept, instruction is aligned with state standards and will utilize FOSS Science kits. Students will be given opportunities to use scientific methods of investigation through a hands-on workshop model inquiry-based approach that incorporates scientific thinking processes. Two full time Science clusters provide additional support to classroom Science

instruction. PS 35X will focus on improving instruction by having teachers know and understand the content and acquire strategies for teaching and learning.

The TCI Social Studies program is a research based program implemented in grades K-4. It consists of a series of instructional practices that allow students of all abilities to experience key Social Studies concepts. The 5th grade implements the New York State Social Studies Curriculum with a focus on Document Based texts.

Our Physical Education program will continue with a cluster teacher working with classes in all grades providing instruction in physical exercise and competitive sports as well as health and fitness education through the Physical Best program. A Physical Best certified teacher implements the program. Physical Best is a comprehensive health-related fitness education program. It provides a series of activities and conceptual information. Physical Best helps students meet the National Association for Sports and Physical Education Standards and the National Health Education Standards. The goal is to have students achieve their individual physical best. The Physical Best curriculum includes:

- Bases its philosophy and materials on current research and expert, field-tested input
- Teaches the benefits of lifetime physical activities
- Offers National certification (The Physical Best Health-Fitness Specialist)
- Focuses on the positive strengths of students
- Provides individualized instruction so that all students may benefit and succeed

Progress in the program will be documented through baseline data of current fitness level, student profile sheet, physical activity logs, goal setting worksheet and student workout logs. The scope and sequence for the Physical Best program will be provided to teachers in order to meet or exceed target areas for each grade.

Education in the Arts is an essential component of our curriculum. The goal is to meet or exceed the outlined benchmarks in the Blueprint for Teaching and Learning in the Arts and the National Dance Standards. To meet these goals we have a full time licensed dance and music cluster teachers servicing all students. We also have two teachers with college background in performing arts and visual arts as our Art and theatre teacher. In fourth and fifth grade students choose "Majors" in the Arts. Students were given the opportunity to prioritize their choices in the Arts and they attend their selected choice three times a week. Students in the fourth grade will learn to play the recorder and the clarinet in the fifth grade. Professional development for the Arts teachers provided by DOE give them the opportunities to collaborate in age appropriate groups for the school's student population to explore teaching the arts through the five strands using the Blueprint for Teaching and Learning. The school offers a music program in conjunction with Carnegie Hall which includes instruction in key boarding and recorder. Ballroom dancing is also offered to all 4th graders through the American Ballroom Theatre Company.

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 2009-10 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 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 presumably be aligned to the school's annual goals described in this section.

GOAL 1: : STUDENT PROGRESS-MEDIAN PROFICIENCY RATE

By May 2011, the median proficiency rate will increase 3 points, from 66 to 69 in ELA and 3 points, from 59.5 to 62 in Mathematics.

STUDENT PROGRESS- MEDIAN PROFICIENCY RATE

SCHOOL SCORES 2010

ELA 66% MATH 59.5%

- Projected median score 2011 ELA 69%(155 STUDENTS)
- Projected median score 2011 MATH 62%(140 STUDENTS)

GOAL 2: PEER SCORES

By May 2011 the median growth percentile for students in the lowest third percentile will grow 3 points, from 65 to 68 in English Language Arts and 3 points, from 59 to 62 in Mathematics.

GOAL 3: STUDENT PERFORMANCE

SCHOOL SCORES 2010	ELA 52%	MATH 54%
PROJECTED SCORES 2011	ELA 57%	MATH 59%

By May 2011, 57%(60 students) 3rd grade students, including ELLs and Special Education, will meet or exceed New York State English Language Arts standards and 59%(62 students) will meet or exceed New York State Mathematics standards.

GOAL 4: STUDENT PERFORMANCE – GRADES K-2

By the June of 2011, 60%(186 students) of K – 2 students will perform at or above the expected benchmarks in the reading by moving at least 3 levels from their September baseline AND 60% (186 students)of K-2 students will be at level 3(Adequate on EDM).

K...52students.....register 87
1... 48 students.....register 80
2....86 students.....register 142

15 out of 25 students in each class must meet benchmarks

GOAL 5: ARIS PARENT LINK

To have 50% of parents use ARIS LINK as a resource to find information on their child's attendance, periodic assessments and NY State test results and resources of learning activities. That they can use at home to help their children improve their academic achievement.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): STUDENT PROGRESS GRADES 4 AND 5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1 <i>By May 2011, the median proficiency rate will increase 3 points, from 66 to 69 in ELA and 3 points, from 59.5 to 62 in Mathematics.</i></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>Note: School Leaders: (Principal, Assistant Principals, Coaches and Grade leaders)</p>	<ul style="list-style-type: none"> • By September 2010 4th and 5th grade students will be assessed in English Language Arts and Mathematics to determine their current reading and math levels. • By September 2010 all students in 4th and 5th will have a baseline writing assessment to determine their current writing skills. • School leaders and classroom teachers set annual and interim learning goals for their class in English Language Arts and Mathematics using formative and summative assessments given in September • School leaders and faculty will meet in September, November, January, March and June to track, formally record and analyze formative assessments to determine student, and grade patterns, trends, and develop an action plan that improves instruction and addresses student needs. • School leaders and teams of teachers will Identify students who are at or below median proficiency rate by sorting data on 2010 unadjusted proficiency rates • Use the available data to identify the progress of different sub groups in order to support their needs. • In November 2010, January 2011 and March 2011 all 4th and 5th grade students will be assessed in English Language Arts and Mathematics to track and analyze growth and predicted proficiency rate.

- Median proficiency growth will be tracked through Periodic assessments with the goal of each student reaching 75% on their predictive assessments by April 2011.
- Periodic assessments will be analyzed to inform instruction, identify trends in content and subgroups and develop a plan of action to address concerns.
- Monthly Unit Assessments will demonstrate growth in writing skills.
- Monthly Unit assessments in Literacy and Mathematics will demonstrate growth and areas to address.
- Departmentalized model in fourth and fifth grade to maximize teacher content knowledge and student positive outcomes
- Engage in exchange of information with students and families regarding student's learning needs and outcomes by reporting academic progress to parents in November, January, March.
- Provide monthly informational and educational workshops for parents on how the school uses data to inform instruction for the class and individual students
- Use of on-site coaches to support effective implementation of literacy program
- Use of student self-assessment documents
- Students read 30 or more books independently
- Implementation of the mathematics block period with the use of ***Everyday Mathematics Program***
- Create manipulative-rich environments in real-world situations to make connections between concrete and abstract concepts
- Extended day programs include:
 - Morning program (7:30 a.m.-8:30 a.m.)
 - Saturday Academy (Pending Funding)
 - Science Test preparation
 - Vacation Academies (Pending Funding)
 - School and extended day academic intervention and related services for students with IEP's
 - Extended day extra curricular activities such as dance, drama, chorus, visual arts programs, technology, multimedia(Pending Funding)
- Least Restrictive Environment Plan implemented AIT/IST meetings and/or Least Restrictive Environment and Case Conferences, and meetings on a bimonthly basis to identify students at risk and to provide them educational, social and personal guidance skills and services
- Monthly review of lateness and attendance
- Monthly review of students for possible referral problems
- Individual, group and class counseling

	<ul style="list-style-type: none"> • Articulation between classroom teacher and related services teachers to discuss IEP implementation
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Contracts for Excellence Allocation: Classroom class reduced size teacher, general supplies • Per-Session for morning, after-school, enrichment clubs, and Saturday programs funded • Monies allocated for coaches to provide staff and parent professional development • Monies allocated for supplementary materials • Human Resources: Yankees, New York Court System, Mid Bronx, High School of Law and Government • Ballroom Dancing- Project Arts monies
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Tracking proficiency rates on Periodic assessments with targeted goal of 75% by April 2011 • Measurable ongoing learning goals for students • Review of progress towards school goals every six weeks by school leaders teachers to analyze trends, inform instruction and modify student learning goals if needed. • Review of progress towards school goals by school leaders with teams of teachers to analyze trends, inform instruction and modify student learning goals if needed. • Analyzing trends and patterns in correct and incorrect answers on periodic assessments to inform instruction • Analysis and reflection of learning goals for students after Periodic and school Assessments • Formal, Informal observations, action plans and log of assistance by administration • Learning walks and snapshot observations to evaluate teacher instruction and predict outcomes • Individual or grade meetings to provide feedback on learning walks or snapshots to improve instruction that will result in positive student outcomes • Review of lesson plans to assure accountability of implementation of curriculum • Data analyst working to disseminate and disaggregate acuity data for teachers to inform instruction . • Meet with parent of students in to give them strategies in ARIS link and other sources to work with their children. • McGraw Hill- Literacy Unit Assessments-Comprehension and writing • Every Day Math Unit assessments

- | | |
|--|--|
| | <ul style="list-style-type: none">• Inquiry Team data• Teacher Cohort plans• Professional development-curriculum planning sessions with assistant principals and coaches• Agendas-Principals. Assistant principals and coaches working with teachers• Grade and class data sheets/walls• Predictive ITA's results• Running Records results |
|--|--|

Subject/Area (where relevant):

STUDENT PROGRESS-LOWEST THIRD QUARTILE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2 By May 2011 the median growth percentile for students in the lowest third percentile will grow 3 points, from 65 to 68 in English Language Arts and 3 points, from 59 to 62 in 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>Note: School Leaders: (Principal, Assistant Principals, Coaches and Grade leaders)</p>	<ul style="list-style-type: none">• By September 2010 students in lowest third quartile will be identified by sorting the data on the 2010 unadjusted proficiency rates.• By September 2010 4th and 5th grade students in the lowest third quartile will be assessed in English Language Arts and Mathematics to determine their current reading and math levels.• By September 2010 all students in 4th and 5th in lowest third quartile will have a baseline writing assessment to determine their current writing skills.• School leaders and classroom teachers set differentiated annual and interim learning goals for students in the lowest third quartile in English Language Arts and Mathematics using formative and summative assessments given in September.• Identify specific skills, strengths and weaknesses of third lowest quartile students in grades 4 and 5• Develop Individual teacher action plans for lowest third percentile students• School leaders and faculty will meet in September, November, January, March and June to track, formally record and analyze formative assessments to determine student, class and grade patterns and trends• In November 2010, January 2011 and March 2011 all 4th and 5th grade students will be assessed in English Language Arts and Mathematics to track and analyze growth and predicted proficiency rate.• Median proficiency growth will be tracked through Periodic assessments with the goal of each student reaching 75% on their predictive assessments by April 2011.• Periodic assessments will be analyzed to inform instruction, identify trends in content and subgroups and develop a plan of action to address concerns.• School leaders and faculty will meet in September, November, January, March and June to track, formally record and analyze formative assessments to determine student, class and grade patterns, trends, and develop an action plan that improves instruction

and addresses student needs..

- Use data to analyze the pedagogy of staff in literacy and mathematics in order to improve the school's lowest third quartile in English Language Arts and Mathematics.
- Departmentalized model in fourth and fifth grade to maximize teacher content knowledge and student positive outcomes
- Engage in exchange of information with students and families regarding student's learning needs and outcomes by reporting academic progress to parents in November, January, March.
- Report academic progress monthly to parents of students in lowest third percentile
- Identify previous exam history in lowest third percentile students.
- Identify special needs students if any in lowest third percentile students and review IEP to inform their learning goals.
- Identify if there are overage students in the lowest third percentile
- Identify English language Learners in lowest third quartile and develop a plan of action that supports their academic needs.
- Provide ARIS informational and educational workshops for parents
- Use of on-site coaches to support effective implementation of literacy program
- Use formal and informal assessment tools, including the use of writing rubrics as a tool for evaluation and planning of instruction
- Students read 30 or more books independently on their grade level
- Read-a-thon Yankees Partnership to motivate and promote independent reading
- Implementation of the mathematics block period with the use of **Everyday Mathematics Program**.
- Extended day programs include:
 - Morning program (7:30 a.m.-8:30 a.m.)
 - Vacation Academies
 - Extended day extra-curricular activities such as dance, drama, chorus, visual arts programs, technology,.
- Least Restrictive Environment Plan Implemented AIT/IST meetings and/or Least Restrictive Environment and Case Conferences, and meetings on a bimonthly basis to identify students at risk and to provide them educational, social and personal guidance skills and services
- Monthly review of lateness and attendance
- Monthly review of students for possible referral problems
- Individual, group and/or class counseling
- Articulation between classroom teacher and related services teachers to discuss IEP implementation

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Contracts for Excellence Allocation: Classroom class reduced size teacher and general supplies • Per-Session for morning, after-school, enrichment clubs, and Saturday programs funded • Monies allocated for coaches to provide staff and parent professional development • Monies allocated for supplementary materials • Yankees Partnership, CBOs New York Court System, Mid Bronx, High School of Law and Government
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Acuity ITA and diagnostic results in English Language Arts and Mathematics • Measurable ongoing learning goals for lowest third quartile students • Review of progress towards school goals every six weeks by school leaders teachers to analyze trends, inform instruction and modify student learning goals for lowest third quartile • Review of progress towards school goals by school leaders with teams of teachers to analyze trends with lowest third quartile students, inform instruction and modify student learning goals if needed. • Analyzing trends and patterns in correct and incorrect answers on periodic assessments to inform instruction for lowest third quartile students • Analysis and reflection of learning goals for lowest third quartile students after Periodic and school assessments • Individual teacher action plans for lowest third percentile students • Formal, Informal observations, action plans and log of assistance by administration • Learning walks and snapshot observations to evaluate teacher instruction and predict student Outcomes of lowest quartile students • Review of lesson plans to assure accountability of implementation of curriculum • Individual or grade meetings to provide feedback on learning walks or snapshots to improve instruction that will result in positive student outcomes • Data analyst working to disseminate and disaggregate acuity data for teachers to inform instruction . • McGraw Hill- Literacy Unit Assessments-Comprehension and writing • Every Day Math Unit assessments • Inquiry Team data • Professional development-curriculum planning sessions with assistant principals and coaches • Agendas-Principals. Assistant principals and coaches working with teachers

- Grade and class data sheets/walls
- Predictive ITA's results
- Running Records results

Subject/Area (where relevant): STUDENT PERFORMANCE GRADE 3

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3 By May 2011, 57%(60 students) 3rd grade students, including ELLs and Special Education, will meet or exceed New York State English Language Arts standards and 59%(62 students) will meet or exceed New York State Mathematics standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • By September 2010 third grade students will be assessed in English Language Arts and Mathematics to determine their current reading and math levels. • By September 2010 all students in third will have a baseline writing assessment to determine their current writing skills. • School leaders and classroom teachers set annual and interim learning goals for their class in English Language Arts and Mathematics using formative and summative assessments given in September • School leaders and faculty will meet in September, November, January, March and June to track, formally record and analyze formative assessments to determine student, class and grade patterns, trends, and develop an action plan that improves instruction and addresses student needs. • Use the available data to identify the progress of different sub groups(special education students and English Language learners) in order to support their needs. • In November 2010, January 2011 and March 2011 all 3rd grade students will be assessed in English Language Arts and Mathematics to track and analyze growth and predicted proficiency rate. • Median proficiency growth will be tracked through Periodic assessments with the goal of each student reaching 75%on predictive assessments by April 2011. • Periodic assessments will be analyzed to inform instruction, identify trends in content and subgroups and develop a plan of action to address concerns. • Monthly Unit Assessments will demonstrate growth in writing skills. • Monthly Unit assessments in Literacy and Mathematics will demonstrate growth and areas to address. • Engage in exchange of information with students and families regarding student’s learning needs and outcomes by reporting academic progress to parents in November, January, March. • Provide monthly informational and educational workshops for parents on how the

	<p>school uses data to inform instruction for the class and individual students</p> <ul style="list-style-type: none"> • Use of on-site coaches to support effective implementation of literacy program • Students read 30 or more books independently • School wide writing plan is implemented addressing the ELA writing standards • Implementation of the mathematics block period with the use of <i>Everyday Mathematics Program</i> • Reinforce mathematical communication with the development of appropriate mathematical terms, vocabulary and language • Create manipulative-rich environments in real-world situations to make connections between concrete and abstract concepts • Extended day programs include: <ul style="list-style-type: none"> ○ Morning program (7:30 a.m.-8:30 a.m.) ○ School and extended day academic intervention and related services for students with IEPs ○ Extended day extra-curricular activities such as dance, drama, chorus, visual arts programs, technology, • Academic Intervention Team and Least Restrictive Environment Plan implemented • Least Restrictive Environment and Case Conferences, and meetings on a bimonthly basis to identify students at risk and to provide them educational, social and personal guidance skills and services • Monthly review of lateness and attendance • Monthly review of students for possible referral problems • Articulation between classroom teacher and related services teachers to discuss IEP implementation
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Contracts for Excellence Allocation: Classroom class reduced size teacher and general supplies • Per-Session for morning, after-school, enrichment clubs, and Saturday programs funded • Monies allocated for coaches to provide staff and parent professional development • Monies allocated for supplementary materials • Yankees Partnership, CBOs New York Court System, Mid Bronx, High School of Law and Government
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Tracking proficiency rates on Periodic assessments with targeted goal of 75% for each student predictive assessments by April 2011 • Measurable ongoing learning goals for students • Review of progress towards school goals every six weeks by school leaders teachers to analyze trends, inform instruction and modify student learning goals if needed.

	<ul style="list-style-type: none"> • Review of progress towards school goals by school leaders with teams of teachers to analyze trends, inform instruction and modify student learning goals if needed. • Analyzing trends and patterns in correct and incorrect answers on periodic assessments to inform instruction • Analysis and reflection of learning goals for students after Periodic and school assessments • Formal, Informal observations, action plans and log of assistance by administration • Learning walks and snapshot observations to evaluate teacher instruction and predict student Outcomes • Individual or grade meetings to provide feedback on learning walks or snapshots to improve instruction that will result in positive student outcomes • Review of lesson plans to assure accountability of implementation of curriculum • Data analyst working to disseminate and disaggregate acuity data for teachers to inform instruction . • McGraw Hill- Literacy Unit Assessments-Comprehension and writing • Every Day Math Unit assessments • Inquiry Team data • Teacher Cohort plans • Professional development-curriculum planning sessions with assistant principals and coaches • Agendas-Principals. Assistant principals and coaches working with teachers • Grade and class data sheets/walls • Predictive ITA's results • Running Records results
--	--

Subject/Area (where relevant):

STUDENT PERFORMANCE GRADES K-2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4 By the June of 2011, 60%(186 students) of K – 2 students will perform at or above the expected benchmarks in the reading by moving at least 3 levels from their September baseline AND 60% (186 students)of K-2 students will be at level 3(Adequate on EDM).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none">• By September 2010 K-2 students will be assessed in English Language Arts and Mathematics to determine their current reading and math levels.• By September 2010 all students in grades K-2 will have a baseline writing assessment to determine their current writing skills.• School leaders and classroom teachers set annual and interim learning goals for their class in English Language Arts and Mathematics using formative and summative assessments given in September• School leaders and faculty will meet in September, November, January, March and June to track, formally record and analyze formative assessments to determine student, class and grade patterns, trends, and develop an action plan that improves instruction and addresses student needs.• Use the available data to identify the progress of different sub groups in order to support their needs.• Identify subgroups(special education and English Language Learners) and determine their progress• Use of new Literacy program that is research based, aligns with standards, uses technology and is highly structured.• Require 30 books to be read with written responses• Learning walks to gain knowledge of implementation of curriculum• Feedback on learning walks to teachers to inform instruction• Assistant principals meet weekly with teachers to provide support in pedagogy and curriculum• Coaches will meet with teachers to provide support in pedagogy and curriculum• Daily common planning time for classroom teachers is provided in the structure of the preparation schedule.• Each kindergarten teacher has an educational assistant to provide her with support in reinforcing lessons.

	<ul style="list-style-type: none"> • All classes are homogenously grouped to assist teacher with differentiated instruction. • Grades 1 and 2 lowest quartile classes have two teachers, making the ratio smaller and providing intervention immediately in the classroom. • FUNDING -no funding for after school programs at the moment for K and 1. Therefore, extended day—50 minutes Tuesday, Wednesday and. The lowest quartile 2nd grade students attend are also included in extended day. • After school academic program for grade 2(once a week) • Monthly review of attendance and lateness • Monthly review of possible referrals
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Contracts for Excellence Allocation: Classroom class reduced size teacher and general supplies • Per-Session for morning, after-school, enrichment clubs, and Saturday programs funded • Monies allocated for coaches to provide staff and parent professional development • Monies allocated for supplementary materials • Yankees Partnership, CBOs New York Court System, Mid Bronx, High School of Law and Government, LEAP
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Measurable ongoing learning goals for students • Review of progress towards school goals every six weeks by school leaders teachers to analyze trends, inform instruction and modify student learning goals if needed. • Review of progress towards school goals by school leaders with teams of teachers to analyze trends, inform instruction and modify student learning goals if needed. • Review of IEP's and progress towards meeting their annual goals • Mclass:Dibles test results and analysis of Mclass Dibels results to inform instruction • Analysis and reflection of learning goals for students after Unit assessments and running records • Formal, Informal observations, action plans and log of assistance by administration • Learning walks and snapshot observations to evaluate teacher instruction and predict student Outcomes • Individual or grade meetings to provide feedback on learning walks or snapshots to improve instruction that will result in positive student outcomes • Review of lesson plans to assure accountability of implementation of curriculum. • McGraw Hill- Literacy Unit Assessments-Comprehension and writing • Every Day Math Unit assessments • Inquiry Team data • Professional development-curriculum planning sessions with assistant principals and coaches

Subject/Area (where relevant):

ARIS PARENT LINK/PARENTAL INVOLVEMENT

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5 To have 50% of parents use ARIS LINK as a resource to find information on their child’s attendance, periodic assessments and NY State test results and resources of learning activities that they can use at home to help their children improve their academic achievement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • By October 2010 letters will go out to parents informing them about ARIS Parent link. • By December 2010 10% of parents will have logged on to ARIS Parent link. • By March 2011 20% of parents will have logged on to ARIS parent link • By April 2011 30% of parents will have logged on to ARIS Parent link. • By May 2011 40% of parents will have logged on to ARIS Parent link. • By June 2011 50% of parents will have logged on to ARIS Parent link. • Parent coordinator will disseminate information to parents about ARIS link • Teachers will receive a monthly calendar that they will distribute to parents, encouraging them to sign up and come to school to use ARIS Parent LINK. • Parents will receive a monthly calendar to sign up to use ARIS Parent link at school. • Incentives for students and parents to use ARIS Parent LINK • End of year recognition for parents who most frequently used ARIS Parent link. <p>Provide parent workshops:</p> <ul style="list-style-type: none"> • Training in the implementation of ARIS • ARIS for parents: Assessment/Types of exams and how parents can help their children • Provide workshops on the use of assessment data, to drive instruction and to modify or adapt instruction for students with special needs <p>Title I Parental Involvement Activities</p> <ul style="list-style-type: none"> • GED, ESL and Technology classes • Understanding class and homework given to students • Understanding student progress and how to help children succeed
	<ul style="list-style-type: none"> • Title I SWP Parental Involvement monies • Title I ARRA Parental Involvement monies • Parent Coordinator funded • Monies allocated for teachers to provide staff and parent professional development • Monies allocated for supplementary materials

Indicators of Interim Progress and/or Accomplishment

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

- ARIS Parent login track
- DOE Parent Survey
- Attendance to ARIS link parent room
- Attendance to ESL and GED classes
- Monthly calendars signup sheet.
- ARIS Parent link workshop materials and attendance
- Agendas, attendance records, workshop evaluation sheets, learning surveys
- Increased parent participation in school activities
- Reduction the number of referrals to the Committee of Special Education
- Reduction in lateness and attendance problems

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) 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 Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOL

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.

*First year the school has 5th grade

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	15	12	N/A	N/A	1	0	0	
1	25	25	N/A	N/A	2	0	3	
2	21	21	N/A	N/A	3	0	0	
3	50	50	N/A	N/A	2	0	0	
4	59	58	N/A	N/A	4	0	0	
5	56	54	8	*N/A	3	0	0	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: School Day, Mornings, After School, Saturdays, Vacations	Small group and intensive reading and writing instruction is provided during the day and extended day programs using materials aligned to New York state standards for grades 3, 4 and 5.
Mathematics: School Day, Mornings, After School, Saturdays, Vacations	Small group and intensive math instruction is provided during the day and extended day programs using materials aligned to New York state standards.
Science: School Day, Mornings, After School, Saturdays, Vacations	Second, Third, and Fourth grade students will be involved in reading and writing instruction through science including the use of manipulatives, experiments, as well as test taking skills.
Social Studies: School Day	All students will be involved in reading and writing instruction through TCI Social Studies Alive implementing the NY State content understanding curriculum.
At-risk Services Provided by the Guidance Counselor: <i>As needed</i>	Students engage in individual, group and/or class guidance reasons to address academic, social and emotional needs.
At-risk Services Provided by the School Psychologist: <i>As needed</i>	Observation of at-risk students to provide information on observed behaviors for school staff and parents
At-risk Services Provided by the Social Worker: <i>As needed</i>	Small group sessions to address academic and social/emotional needs
At-risk Health-related Services: <i>As needed</i>	Students engage in individual, group and/or class guidance reasons to address academic, social and emotional needs also health issues

P.S. 35X LANGUAGE ALLOCATION NARRATIVE

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

NCLB/SED requirement for all schools

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

P.S. 35X LANGUAGE ALLOCATION NARRATIVE

PS 35X The Franz Sigel School, named for an outstanding and politically active educator, soldier, reporter and editor, serves over six hundred children who come from the local area, as well as many countries, including Mexico, Central America, Africa and several islands in the Caribbean. Located in the Morrisania section of the Bronx, our student body is very culturally diverse. The school is a central part of the community to our students and their families. Our over one hundred-year-old school building is well maintained. Our school is a Title 1 designated building, with 93% of the students receiving free lunch.

According to available ethnic data, of our 660 students, 65.9% are of Hispanic descent, 32.% are African American. Approximately 407 students receive intensive academic intervention services in reading and mathematics during extended day. We have twelve children in one kindergarten bilingual special education class and six students in one monolingual special education class. Students with Individualized Educational Plans (IEPs) receive the full continuum of services with the Special Education Teacher Support Services (SETSS) instruction in self-contained classes, and related services such as speech and language, counseling.

P.S. 35X presently has four kindergarten classes including one self contained special ed bilingual class, four first grade which includes one self contained special education class, seven classes in the second grade, five classes on the third grade, five fourth grade classes and five fifth grade classes. Our school has one self-Contained ELL class per grade with licensed bilingual teachers in grades K-5 servicing these students. Formative, diagnostic and summative assessment tools are used to plan effective instruction for students in Self-Contained ELL classes. An extended day ESL Program will be provided for all ELL students according to their proficiency level. As of October 2010, 10% of our students are English Language learners in grades K-5. Lab results for new students are pending. The goals is for all of our English Language Learners to develop English proficiency within a three-year period.

There are structures in place to ensure that all parents of ELLs understand their program choices. Initially the home language survey forms are reviewed at registration. Parents of ELLs are identified and asked to participate in an orientation meeting. The English as a Second Language designated liaison and the Principal in charge of ELL services conduct the meeting. The DOE videotape is shown to parents and choices are explained to them. Furthermore, parents are given an opportunity to visit self contained English as a Second language classes.. The Parent Survey and Program Selection forms for the past few years show a trend in Self-Contained programs. Parents are informed of the option to transfer to another school if the program is available. However, most programs in some language dialects are not available and if available are usually located a long distance from the home school. Parents prefer to leave their children at the home school in an ESL program. Title III monies are used to provide extended day programs for students.

LAB-R data reveals the following patterns; Due to the large number of students attending monolingual pre-kindergarten sites the school has fewer students eligible for bilingual services in kindergarten. We have also noticed the following trends; NYSESLAT data reveals that the majority of our students fall into the Intermediate and Advanced levels. There are 11 students in grades K-5 at the Beginning level, 14 students in intermediate level and 42 students at the advanced level. Students across all grade levels perform better on the listening and speaking components of the NYSESLAT or LABR across all proficiency levels. Writing in all grades is at the lowest end of performance, reading is slightly better, listening follows and speaking is at the high end of performance for all students regardless of identified proficiency level. However, the data does reveal growth in all areas from year to year. Patterns reveal that instructional focus should be on reading and writing. Vocabulary development professional development has previously been provided. Teachers learned strategies to scaffold vocabulary for ELL students. The Children's First Initiative will provide an opportunity to analyze a variety of data in grades K-5 ELL self-contained class including NYSESLAT and reading and writing data for ELL's and develop strategies to improve their reading and writing skills. All of these components are critical to improve learning for English Language Learners. The new Literacy program, "McGraw Hill Treasures", provides instruction specific to English Language Learners at every component. The Every Day Math and FOSS Science and Social Studies core curriculum provide ample opportunities to address the four modalities. Content area curriculum as well as residence in arts programs; include projects and activities that address the four modalities.

Student results for ELA and Math state exams show that ELLs perform as well and in some cases better than their English proficient counterparts in State Exams. Our school administers the Interim (English) ELA exam to all 3rd and 4th grade ELL students. The ELL Interim results are used to analyze students' areas of strength, monitor progress and look at instructional areas in which teachers need to develop further instructional strategies. Students can be grouped for strategy lessons or individual conferencing.

Students in the ELL Self-Contained class follow the same curriculum as the monolingual classes supported by ESL strategies in all content areas. Literacy instruction in English is delivered implementing ESL methodologies such as scaffolding, mirroring, contextualization, modeling, text representation, schema building, and metacognitive development within the McGraw Hill Treasures Literacy Program. Carefully scaffolded lessons provide instruction and application for specific language-acquisition strategies and reading skills. The ESL teacher plans with the classroom teacher and adapts instruction using ESL methodologies. An extended day program is provided for all ELL students in grades 2-5 according to their proficiency level. Our goal is for all of our English Language Learners to develop English proficiency within a three-year period. The Periodic/interim assessments for ELL's are used to track student progress and analyze areas of strength and need. These results help us differentiate instruction, design after school and Saturday programs and order appropriate materials. Our ELL students have had great success on state reading, math and science exams. Most students are required to take the ELA state exam in the third and fourth grade and perform as well and in some cases better than their English-speaking counterparts.

The school assures that the mandated number of instructional minutes is provided according to proficiency levels in each program. The administration, Bilingual teachers and teachers with ELL students meet in the beginning of the year to identify students and differentiate instruction according to proficiency levels.

Our school has three SIFE students this year. The following plan is in place if SIFE students are identified. The following plan is in effect:

- Assess the student to determine appropriate academic level in English and the Native Language.
- Determine the grade the student should be placed in taking into consideration age and emotional aspects.

- ❑ If the student is placed in the grade according to age but the academic level is below that grade, mainstream student for areas of greatest need.
- ❑ Provide an extended day program for all SIFE students after school and mornings.
- ❑ Provide adequate material for SIFE students based on assessment results.
- ❑ Monitor progress through formative, diagnostic and summative assessments.

Newcomers at P.S. 35X are assessed in English and the Native Language. Students may be mainstreamed or placed in another grade based on their proficiency level rather than their grade level for instruction. Newcomers whose parents opt for free-standing ESL receive ESL instruction according to their proficiency level. An extended day ESL program is provided by an ESL or Bilingual certified teacher for those students to address their needs.

Our long-term ELLs have been provided adequate interventions such as:

- ❑ Additional services through push-in departmentalized model/academic intervention teachers
- ❑ Providing extended day, after school and morning academic programs

Our school plan for all students including ELLs has and will continue to use intervention programs and effective instructional strategies so that students are not placed in Special Education. The intervention strategies that the school currently uses for ELLs are:

- ❑ Departmentalized model with two teachers and the ESL teacher push in 5th grade.
- ❑ Educational assistants assigned to K and 1st grade ELL self-contained class
- ❑ Extended Day programs for ELL students
- ❑ Achieve 3000 ESL AND Imagine Learning program in grades 3, 4 and 5 to supplement literacy

ELLs are also provided with extended day, morning academic programs as a support and prevention of placement in Special Education. Special Needs ELLs are either in a self-contained ELL class. The self-contained class implements the same instructional programs as the general education classes with differentiation for students as needed and mandated as per their IEP. These students may also be mainstreamed according to their proficiency level. An extended day ESL program is provided by an ESL or Bilingual certified teacher for those students to address their needs. Their progress is monitored with formative, diagnostic and summative assessments.

Students reaching proficiency on the NYSESLAT receive a ESL support in the Literacy program after they have reached proficiency. These students will be supported through our academic intervention services. They participate in small group instruction during the day, extended day programs, morning program. Their progress will be monitored through diagnostic assessments, writing samples, and teacher conferences.

The following instructional programs are used in self contained ELL classrooms;

- ❑ Spanish Reading libraries
- ❑ McGraw Hill Treasures/ELL support
- ❑ Everyday Math and Math Steps
- ❑ FOSS Science
- ❑ Social Studies Alive K-4 Social Studies Grade 5 NY State Core Curriculum

Instructional Strategies for English Language Learners used in all classrooms including those with ELL students.

- ❑ English As A Second Language Scaffolding strategies
- ❑ Vocabulary development strategies to facilitate language acquisition
- ❑ Group activities to promote an exchange of thinking
- ❑ Whole class discussions to summarize and interpret texts
- ❑ Teacher Directed lessons to introduce genres or skills in the unit for the whole class to explore together

Collaborative planning with and across the grades for teachers is structured in the school program. Teachers are given the opportunity to plan collaboratively throughout the year. The Language Allocation Committee includes the assistant principal and bilingual teachers (general and special education), ESL and monolingual teachers.

All staff including personnel of ELLs have received professional development on The Language Allocation Policy. A subcommittee was formed to review NYSESLAT results and determine professional development needed. The following professional development will take place in 2010-2011.

- ❑ Achieve 3000-Non Fiction strategies for English Language Learners
- ❑ Imagine Learning: Differentiated Instruction
- ❑ Effective practices for ELL students in content areas

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

NCLB/SED requirement for all schools

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

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

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

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

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

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 108 **LEP** 0 **Non-LEP**

Number of Teachers 6 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

Instructional Program:

Goal: To foster the development of English proficiency of all general and special education ELLs

Objectives:

- To implement an ELL self-contained program so that by the Spring of 2011, the percentage of ELL/LEP students making significant improvement in meeting performance standards in English proficiency will result in an increase of 5 percentage points.
- To implement school and extended day Academic Intervention Services so that by the Spring of 2011, 90% of students in grade K, 1 and 2 will show growth of at least one level in reading and the percentage of students in grades 3, 4 and 5 performing at or above level 2 on the NYS ELA, NYSESLAT NYS Math tests, will reflect an increase of at least 5 percentage points.

- To utilize formal and informal assessment tools to plan effective instruction addressing State standards so that by the Spring of 2011, the percentage of students performing at or above level 2 on the NYS ELA, NYSESLAT, or ELE reading tests will reflect an increase of at least 5 percentage points.

Instructional strategies for Teaching and Learning using the following performance indicators from the:

- ELA Standards
- ESL Standards
- Math and Science standards
- Social Studies standards

Description of Proposed Instructional Strategies for English Language Learners in English Language Arts, Mathematics, Science and Social Studies, Arts and Physical Education

Instructional Strategies for English Language Learners

- English As A Second Language Scaffolding strategies effectively
- Differentiated Instruction– Using Achieve 3000 and Imagine Learning program

The school currently has an ELL Self-contained program with a class on each grade. LAB-R data reveals the following patterns; Due to the large number of students attending monolingual pre-kindergarten sites the school has fewer students eligible for bilingual services in kindergarten. We have also noticed the following trends; NYSESLAT data reveals that the majority of our students fall into the Intermediate and Advanced levels. Students across all grade levels perform better on the listening and speaking components of the NYSESLAT or LABR across all proficiency levels. Writing in all grades is at the lowest end of performance, reading is slightly better, listening follows and speaking is at the high end of performance for all students regardless of identified proficiency level. However, the data does reveal growth in all areas from year to year. Patterns reveal that instructional focus should be on reading and writing. Vocabulary development professional development has previously been provided. Teachers learned strategies to scaffold vocabulary for ELL students. The Children’s First Initiative will provide an opportunity to analyze a variety of data in grades K-5 ELL self-contained class including NYSESLAT and reading and writing data for ELL’s and develop strategies to improve their reading and writing skills. All of these components are critical to improve learning for English Language Learners. The Every Day Math and FOSS Science and Social Studies core curriculum provide ample opportunities to address the four modalities. Content area curriculum as well as residence in arts programs; include projects and activities that address the four modalities.

Student results for ELA and Math state exams show that ELLs perform as well as their English proficient counterparts in State Exams. Our school administers Predictive Assessments (English) ELA exam to all 3rd, 4th and 5th grade ELL students. The ELL Interim results are used to analyze students’ areas of strength, monitor progress and look at instructional areas in which teachers need to develop further instructional strategies. Students can be grouped for strategy lessons or individual conferencing.

Students in the ELL Self-Contained class follow the same curriculum as the monolingual classes supported by ESL strategies in all content areas. Literacy instruction in English is delivered implementing ESL methodologies such as scaffolding, mirroring, contextualization, modeling, text representation, schema building, and metacognitive development within the Balanced Literacy Program. Carefully scaffolded lessons provide instruction and application for specific language-acquisition strategies and reading skills. The ESL teacher plans with the classroom teacher and

adapts instruction using ESL methodologies. An extended day ESL Program is provided for all ELL students according to their proficiency level. Our goal is for all of our English Language Learners to develop English proficiency within a three-year period. The Periodic/interim assessments for ELL's are used to track student progress and analyze areas of strength and need. These results help us differentiate instruction, design after school and Saturday programs and order appropriate materials. Our ELL students have had great success on State math and science exams. Most students are required to take the ELA state exam in the third and fourth grade and perform as well as their English-speaking counterparts.

The school assures that the mandated number of instructional minutes is provided according to proficiency levels in each program. The administration, coaches, bilingual teachers and teachers with ELL students meet in the beginning of the year to identify students and plan instruction according to proficiency levels. As students make progress the time is adjusted accordingly.

Students will participate in an extended day ELL program according to their grade and proficiency levels. Teachers in grades 3, 4 and 5 will use achieve 3000 as the intervention program. KidBiz Achieve3000®'s Web-based literacy solutions -- built on decades of scientific research into how children develop essential reading and writing skills. It was developed with the guidance of renowned reading theorists. In addition, it is based on the findings of widely respected research studies in the field of reading (e.g. R.C. Anderson, National Writing Commission, National Reading Panel, Carol Ann Tomlinson, Linda Kucan). This is the second year that the school will use this program as part of the extended day materials. Teachers will also use ESL libraries and test preparation materials for NYSESLAT.

The programs is based on the philosophy: one of the most effective ways to enable students to reach and then exceed the appropriate learning level is to teach them one-on-one, at their level. The program uses a Five-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency, as well as writing skills. During this sequence, students receive nonfiction reading materials and follow-up activities that are precisely matched to their learning abilities.

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

PS 35X professional development program under the direct supervision of our Principal includes the coherent language allocation guidelines as recommended by the chancellor. The Language Allocation Policy review began previously in 2004, establishing a Language Allocation Policy team. The team began by reviewing the Continuum for Academic Rigor and Excellence (CARE) instrument and analyzed the current status of the school. As a result of this analysis for the 2010-2011 school year the school will focus on maintain the LAP Principles already in place:

The school will provide professional development in implementation of Achieve 3000. Teachers will gain in-depth knowledge of KidBiz/TeenBiz through hands-on practice using the Student and Teacher's Editions. In order to facilitate an immediate launch of the program once this training is complete, teachers establish Level Set test dates, develop an implementation plan that supports the Five-Step Literacy Routine, and set up classes.

Goals and Objectives: Teachers will prepare to implement the Five-Step Literacy Routine in the Student and Teacher Editions of KidBiz/TeenBiz by setting up classes, reviewing planning tools, stepping through the Literacy Routine, and interpreting reports that monitor student usage and performance. Appropriate materials to assist in program implementation are provided.

Form TIII – A (1)(b)

School: PS35X BEDS Code: 320900010035

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,537 9,183	435 hours of per session for 5 bilingual teachers to support ELL Students: hours x \$49.89 (current teacher per session rate with fringe) = \$21,720
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.		
Travel		
Other		
TOTAL	21,720	

Explanation of expenditures as it relates to the narrative;

Students will participate in an extended day ELL program according to their grade and proficiency levels. Teachers in grades 3, 4 and 5 will use achieve 3000 as the intervention program. KidBiz Achieve3000®'s Web-based literacy solutions -- built on decades of scientific research into how children develop essential reading and writing skills. It was developed with the guidance of renowned reading theorists. In addition, it is based on the findings of widely respected research studies in the field of reading (e.g. R.C. Anderson, National Writing Commission, National Reading Panel, Carol Ann Tomlinson, Linda Kucan). This is the second year that the school will use this program as part of the extended day materials. Teachers will also use ESL libraries and test preparation materials for NYSESLAT.

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.

Based on our **Home Language Report**, 52% of our students come from English speaking homes, 42% come from Spanish speaking homes. The remaining 6% speak a variety of languages. We have identified 11 students that speak French, 1 that speaks Fant1, 1 French Creole, 1 Fulani, 1 Haitian Creole, 2 Hausa, 1 Mandinka, 1 Nahautl, 1 speak Niger-Congo, 8 that speak Soninke, 8 that Twi, and 1 that speaks Wolof.

We have on staff a bilingual (English/Spanish) secretary, parent coordinator, 46 teachers, guidance counselor, two assistant principals, as well as a principal. Written translations and oral interpretation into Spanish are undertaken on a daily basis.

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.

Most of our written translation needs are met by DOE and by our many bilingual staff members. Oral interpretations are available for all parent meetings and workshops as needed. The school community is informed of the translation and interpretation available upon a student's registration in the school. During Parent Curriculum Night administration, the Parent Coordinator and teachers will survey and ascertain translation needs of the school. If the results indicate a need to employ outside translators the school will employ these based on parent needs.

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.

In-house school staff is used to provide written translations in Spanish, not provided by DOE. Written translations are prepared for the most part by the administration, but also from the bilingual teachers, assistant principal and guidance counselor. At the end of every school year, all written communications that went out to parents are reviewed for accuracy to ensure that they are parent friendly in the native language. Most of our written translation needs are met by DOE and by our many bilingual staff members. Oral interpretations are available for all parent meetings and workshops as needed. The school community is informed of the translation and interpretation available upon a student's registration in the school. During Parent Curriculum Night administration, the Parent Coordinator and teachers will survey and ascertain translation needs of

the school. If the results indicate a need to employ outside translators the school will employ these based on parent needs.

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.

In-house school staff is used to provide oral interpretations in Spanish, French and Haitian Creole. At the beginning of each school year we try to identify parents who are bilingual in English and another language, to be used as needed for oral interpretation services in individual cases. In addition, during Parent Curriculum Night administration, the Parent Coordinator and teachers will survey and ascertain translation needs of the school. If the results indicate a need to employ outside translators the school will employ these based on parent needs.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Language Assessment poster is visibly displayed upon entering the school and language cards are available in the main office for non-English speaking parents to indicate the language they speak. Parents are surveyed to determine if they require language assistance in order to communicate effectively with the school. Parents are informed that the school can use the Department of Education translation services to assist them or they may rely on an adult or relative for language and interpretation services if they choose. We also post the Parent Bill of Rights and other information near the main office in several languages.

3. 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 show that the primary language needed for oral and written translation is Spanish. The findings will be reported to the school community as follows:

- Staff: At professional development meetings
- Parents: Parent-Teacher Conferences, Parent Workshops and Parent Flyers/Letters

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:	593,600	299,709	893,309
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,933		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		0	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29,500		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		0	
6. Enter the anticipated 10% set-aside for Professional Development:	59,000		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		0	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 98%
9. If the percentage of high quality teachers during 2010-2011 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.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & 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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parental Involvement Policy:

I. General Expectations

PS 35X agrees to implement the following statutory requirements:

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

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. PS 35X will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Input from parents as members of the School Leadership Team
 - Input from the PTA
 - Results of DOE annual parent survey
2. PS 35X will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Review and revision of CEP at School Leadership Meetings
 - Distribution of Parent Involvement Policy at PTA Meetings
 - Post the Parent Involvement Policy (In English and Spanish) on the School’s Web Site.
3. PS 35X will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Attend and participate in conferences, workshops, and instructional activities to educate parents in the curriculum and assessments surrounding their child’s education.
 - Conduct regular parent meetings to keep parents informed of child’s progress
 - Parents are provided an opportunity to communicate concerns with principal
4. PS 35X will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
 - Provide an information board of current events with a monthly calendar to inform parents of school activities
 - Provide Family Literacy and family services to improve parents’ ability to help with their child’s education.
5. PS 35X will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

6. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
 - Evaluation will be conducted through DOE Annual Parent Survey
 - Parent Coordinator will be responsible for organizing and distribution of surveys
 - Parent will have an active role in submission of the survey
7. PS 35X will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i.the State's academic content standards
 - ii.the State's student academic achievement standards
 - iii.the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - Annual Curriculum Night
 - Monthly Workshops
 - Monthly PTA Meetings
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Provide Family Literacy and family services to improve parents' ability to help with their child's education.
 - Monthly workshops on curriculum standards and assessments
 - Vacation Homework Packages
 - Provide Assessment Samplers
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Provide Professional Development workshops on effective communication with parents
 - Educate staff with the assistance of parents, about recognizing the value and usefulness of parents' contributions
 - Provide workshops with teachers and parents regarding the shared responsibility to improve student achievement
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Provide Family Literacy and family services to improve parents' ability to help with their child's education.

- Monthly workshops on curriculum standards and assessments
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Provide parents with timely information in a language and format they can understand.

III. Discretionary School Parental Involvement Policy Components

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

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed to with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team Meetings agendas and minutes. This policy was adopted by the Franz Sigel on June 2009 and will be in effect for the period of September 2010 through June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 10, 2010.

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

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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

PS 35X and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

School Responsibilities

PS 35X 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:
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Parent Teacher conferences are held in:
 - September as Curriculum Night
 - November – During Parent Teacher Conference Week
 - January Progress Report
 - March - During Parent Teacher Conference Week
 - June – Moving Up Assembly Program Week
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - November – During Parent Teacher Conference Week
 - January Progress Report
 - March - During Parent Teacher Conference Week
 - June – Moving Up Assembly Program Week

4. ARIS Parent Link- Provide parents with opportunities during the school day to link on to the ARIS Parent link and see their progress in Periodic assessments or ELL assessments.
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
6. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
8. Involve parents in the joint development of any Schoolwide Program Plan (for SWP schools), in an organized, ongoing, and timely way.
9. 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.
10. 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.
11. 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.
12. At 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.
13. Provide to each parent an individual student report about the performance of their child on State assessment in Mathematics and English Language Arts.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Bring my child to school daily and on time.
- Make sure that homework is completed and turned in to teacher.
- Monitoring amount of time is spent on home reading independently.
- Volunteering in child’s classroom
- Participating, as appropriate, in decisions relating to children’s education
- Promoting positive use of child’s extracurricular time
- Staying informed about child’s education and communicating with the school by promptly reading all notices from the school or the school district/region either received through the child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups

Student Responsibilities

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

- Develop my learning goals throughout the year with my teacher
- Complete homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give my parents or guardians all notices and information received by me from my school.
- Complete 30 book reports by June.
- Respect rules of the school.
- Actively participate in class projects and discussions.
- Come prepared with all materials to school.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not required)
MAY 2009

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.**

Responses provided in page 9 -13.

2. **Schoolwide reform strategies that:**
 - a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**

Responses provided in Action Plan for each area.

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

The core curriculum program in place MCGraw Hill Treasures , Every Day Math, FOSS and Social Studies Alive have been scientifically-based and have embedded instructional strategies that promote effective and academically rigorous instruction.

3. **Instruction by highly qualified staff.**

As of September 2010, 98.0 % of our teachers are fully certified and 98.0% have Masters Degrees or higher.

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.**

Under the direct supervision of our Principal and Assistant Principals, professional development is scheduled and organized at the school level. Staff is provided with comprehensive, coordinated an ongoing professional development that shows the promise of improving teaching and learning for all students including Special Education and ELLs based on the interpretation and analysis of data. The focus is on continuing systemic changes in classroom environment and teaching practices in alignment with the New York State Curriculum standards. Practices such as study groups, inquiry based research groups, learning walks, and analyzing student work, play a critical role in shaping professional development and improving student instruction. The School's Excellence Curriculum Committee meets regularly to address the following:

- Review and analyze student data to inform instruction
- Develop and implement instructional action plan that addresses specific strategies to improve teaching practices for students with individual needs, and effective ESL practices that address English Language Learners.

Scientific research consistently suggests that any comprehensive professional development program include all cohorts of a school community. Current research stresses the importance of addressing the three components of professional development, namely context, content and process. *Context* includes the culture, environment, leadership issues, time for practice and advocacy. *Content* includes the what adults need to know, such as instruction, assessment, and evaluation. The *process* refers to *how* adults acquire content. This can be achieved through examining case studies, observing one another in classrooms and challenging the activities against the standards.

As our school continues with the Balanced Literacy program, we will have access to multiple training resources provided by outside consultants. Training sessions will be offered on-site: before school, after school and/or Saturdays. In addition to the school professional development services, additional training services, which will include the following, will be provided:

- Assisted training for parents, organizations and families
- DOE Professional development; Internal Services

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

Currently PS 35 does not have a high turn-over of teachers. Teachers typically leave if they retire or relocate. Administration provides a variety of support through in-house professional development, buddy teachers, consultants and outside opportunities provided by DOE for support. The goal is to identify teachers that can help build capacity in the school by giving them opportunities to lead their colleagues. Our new website offers prospective teachers the opportunity to examine our school and its support systems.

PS 35 maintains high standards in student achievement. The school's vision that every child can learn and be successful is evident in the steady and consistent growth of reading and mathematics scores.

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

At PS 35X we are cognizant that families and other community members are an integral part of all students' academic and social success, and deem family involvement an essential ingredient for successful educational programs. Active parents are involved with the *Learning-Leaders Parent Volunteer Program*, through which they support the school. Parents also participate in the planning, and decision-making regarding special school events.

Our continuing efforts focus on strengthening school-wide home-school relationships and increasing parent and community involvement. To support parental involvement efforts, the Parent Coordinator creates a welcoming environment for parents and serves as a liaison between parents, the school and the community. In addition, the parent coordinator conducts outreach to outside agencies to deliver workshops on surveyed parents' need and to engage parents in their children's education.

Learning Through an Expanded Arts Program, Inc. (LEAP) works with families on improving literacy skills. Families participate in workshops linking literacy with arts and crafts. In addition, parents are invited to participate in workshops planned by our school counselor, coaches, clusters, and administrators on:

- Health
- Drug issues
- Behavioral disorders

- The content and format of state exams
- The importance of attendance
- Strategies to use while reading with children

The school sends notification disseminated by the Superintendent with the status of the Region. While P.S. 35X is a school in “good standing”, it is a part of a Region in need of improvement and is required to notify parents. Notifications are provided in both English and Spanish. To the extent that these notices are available in other languages by the Department of Education the school provides them to parents.

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

Every year the kindergarten teachers and assistant principal visit the local pre-school that is a feeder to our school. This visit includes observations by the teachers of the students, their environment and their work as well as talking to the staff to learn about their curriculum and the students. Our staff provides the preschool with information on the kindergarten curriculum. Our school invites the local pre-school students to visit our school. The students and teachers come to a guided tour of our building. Early in September Parent Curriculum Night will help our incoming Kindergarten and first grade students to adjust to an unfamiliar building, new faces, and the higher expectations that can help make sure they succeed. They will also be invited to workshops during the year on the six dimensions of Reading, homework help, improving mathematical skills through the use of hands-on Mathematics, test sophistication strategies, conflict resolution, and parenting skills in accordance with the PS 35X – Parent Compact. .

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.

P.S. 35X takes a data-driven approach to improving student performance. DOE Periodic assessments and school assessments I grades 3, 4 and 5 are used to track proficiency rates and progress towards meeting the targeted goal for May 2011. Item analysis, portfolio assessment, running records, writing samples, and other indicators are used to identify and address student strengths and target areas for intensive instruction. MClass Dibels running records and EDM checklists are used in the early childhood grades (K-2) and students in need of academic intervention services. Mclass Dibels and running records help teachers make appropriate decisions as they select reading materials for students, plan activities and structure literacy programs. The baseline, midline, and final writing samples, Mathematics learning logs as well as content area writing are used to inform and modify instruction. *Learning-Centered Initiatives* and *Understanding by Design* are used to develop quality curriculum instructional units of study to further increase the alignment of curriculum, instruction, and assessment with State standards.

The Progress Report and Quality Review are distributed to each staff member of our educational community. Using all available information, teachers examine their class and individual student’s achievement data and compare it to the data for their grade and the school as a whole. Item skills analyses for Reading and Mathematics, NYSESLAT, and Mclass Dibels data is used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention services.

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.**

Team Teaching /Academic Intervention Services (AIS) is provided to address the needs of students who require assistance in meeting the Standards in Literacy, Mathematics and Science. *The Instructional Team* plays a critical role in identifying students, producing, and implementing intervention plans. Intensive guidance and support services are provided to students who are experiencing issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all Grade 3-45students performing at Levels 1 and 2, and Early Childhood students deemed to be at risk, including students in special education and English Language Learners, receive appropriately targeted services. Students are grouped homogenously and those classes with the most at risk students have two certified classroom teachers to provide a smaller teacher to student ratio. Our IEP teacher has a flexible weekly schedule that will allow General and Special Education Teachers to prepare and participate in IEP meetings. When there is no need for IEP coverage the IEP Teacher works with the self contained special education classes providing small group remediation, and/or perform prevention and intervention services to children at risk. The school has developed Academic Intervention Service programs for students before school, after school, Saturdays, and school breaks.

- a. A morning program starting the first day of school from 7:30 - 8:30 am is in place for all students in grades 3, 4 and 5. The program runs September through May. The program works on improving reading, writing, science, and math skills as well as test sophistication skills.
- b. Saturday and school vacation test - preparation academies for grades 3, 4 and 5 enable general, special, and ELL/LEP students to enhance, enrich, and extend literacy, mathematics, and scientific skills.
- c. In addition students participate in numerous extra-curricular activities such as chess, drama, chorus, visual arts programs, technology, robotics, refurbishing of computers, and the development of the school newspaper by the student council. These programs are offered to students before school, during the school day, after school, and on Saturdays.

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.**

McGraw Hill literacy, Mathematics, Social Studies, Science, Physical Education and Arts programs operate within the context of the school's *Comprehensive Educational Plan (CEP)*, through which programs are offered equitably to both ELL and non-ELL, as well as to students with special needs. Our CEP also includes Academic Intervention Services thorough extended day programs to students at risk of failing to meet state standards. Our plan focuses on student achievement and emphasizes data analysis in order to better define strategies that address challenges. Federal, State and Local funds are integrated, but in no way compromise or supplant mandated services. All federal, state, and local reading, and early literacy initiatives and organizations operate under one umbrella to build upon the strengths of a range of current initiatives to enhance reading instruction. This coordination helps a network of people in the community who work to improve the effectiveness of the school's early literacy initiatives. The coordination focuses on: evidence-based Reading, Language Arts, Mathematics, Social Studies, Science, Physical Education and Arts practices, ongoing and sustained professional development, and supportive partnership of schools, families and community organizations.

- General Education provides for school leadership, teachers, educational assistants, and other staff providing mandated services for our students.
- Title I SWP monies provide for 22% of an Assistant Principal, 100% Guidance Counselor, 5 partial teacher salaries, Per-Session for teachers, assistant principal and principal, professional development, parental involvement and general supplies.
- Title III provides extended day for the teaching of English as a Second Language for our English language Learners
- Project Arts supports our extended day dance, music, and art programs.

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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.
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.

Part B: For Title I Schools Identified for Improvement

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Gaps in the Written Curriculum – Administration, instructional staff and professional development consultants meet to analyze the written curriculum (Units of Study) to ensure that it is aligned to the New York State Standards.

Curriculum Maps - Administration, instructional staff and professional development consultants meet to ensure that curriculum maps are aligned to the New York State Standards and address skills to be mastered, strategies to be utilized and student outcomes.

Taught Curriculum - The depth of the curriculum is an area in which content knowledge and process of how to teach particular strategies is critical. To meet this need, administration, instructional staff and professional development consultants meet across grades to analyze rigor from grade to grade and throughout the grades. Speaking is embedded in the new Literacy program through shared reading in the lower grades and interactive discussions in the upper grades. Written products are part of the daily writing process in writer's workshop and sharing celebrations promote speaking and listening in all grades. Teachers are expected to have written products in all content areas in and outside bulletin boards as well as in writing folders. A greater emphasis will be placed on Read Alouds, independent use of storybook audios and a variety of public speaking opportunities. Vertical alignment will continue to be embedded in the school to eliminate instructional gaps throughout the school.

ELA Materials – Materials are ordered on a regular basis to ensure that classroom libraries adequately reflect students' cultural background. Leveled books are ordered and student assessments (running record) are used to provide books that are not only age appropriate but are also at the appropriate independent reading level.

English Language Learners – The Written curriculum and curriculum maps are revisited to integrate the New York State Learning Standards for ESL into the instructional plans for our transitional and self-contained ELL classes.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

The findings are not relevant to the school.

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Note: **NO QUALITY REVIEW FOR 2009-2010**
State Accountability Report

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The findings are not relevant.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The 2008- 2009 Progress Report, State Accountability Report

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school's needs assessment indicates that these findings are relevant to the school's instructional program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The previous balance literacy program was fragmented and did not provide a solid structure for effective implementation of Literacy. In 2009-2010 administration and a team of teachers reviewed several reading programs. McGraw Hill Treasures a scientifically researched program was chosen for implementation for the 201-2011 school year. Professional development began in June 2010 with an overview of the program.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The implementation of a new literacy program requires intensive and consistent professional development and support to ensure effective implementation. Professional development on the use of data to inform instruction and develop student learning goals will be one of the priorities. Administration and teachers will meet to address structure of the new literacy program, lesson plan templates, implementation of the program and alignment to common core standards.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

All classes are now equipped with Smartboards and teachers use technology in Mathematics to engage their students.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

The school’s needs assessment indicates that technology is a priority and is developing to meet the expectations.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Smartboards, and portable laptop carts on each floor are available to extend students' understanding and provide equal access. These technologies are used to enrich learning, present concepts and skills, and to support student learning while reflecting the linguistic and cultural diversity of students. Professional Development provided *Digital Learning* focuses on the increased use of technology across the curriculum areas. These Consultants also work small groups of students in the use multi-media technology to enrich written presentations.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The findings are not relevant.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The 2009-2010 school report card.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

This finding is not relevant.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Teacher’s attendance records for these workshops. Teacher Observation records indicating use of best practices addressing the needs of ELLs.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school's needs assessment indicates that this finding is not relevant.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school's needs assessment indicates that data is disaggregated and analyzed for all sub groups.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The school's needs assessment indicates that this finding is not relevant.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Progress Report 2009- 2010 and State Accountability Report

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

IEP's will reviewed to ascertain whether behavioral goals are applicable. If they are these will be developed and a pain of action will be implemented for these students.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

IEPs have been reviewed to assure that IEPs clearly specify testing accommodations and/or modifications for students with disabilities.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are 19 students in temporary housing as of October 2010.

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

Students in temporary housing are identified through Residency Questionnaire and ATS STH indicator. These students are provided with the following services:

1. Guidance counselor services
2. Morning program-grades 3,4, and 5
3. Enrichment programs
4. Transportation if necessary
5. Uniforms if necessary
6. Assistance with meals
7. Community Service Referrals

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 the borough Integrated Service Center (ISC) or Children First Network.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 035 Franz Siegel					
District:	9	DBN:	09X035	School		320900010035

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.8	93.8	94.2
Kindergarten	129	79	89				
Grade 1	131	143	82	Student Stability - % of Enrollment:			
Grade 2	150	124	140	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	136	122	116		88.8	95.6	91.8
Grade 4	149	125	124	Poverty Rate - % of Enrollment:			
Grade 5	0	122	108	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		77.5	93.5	87.7
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		40	38	39
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		24	8	8
Ungraded	0	0	2				
Total	695	715	661				

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	19	14	20	Principal Suspensions	2	2	9
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	2
Number all others	37	63	65				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	54	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	95	134	TBD	Number of Teachers	46	46	47
# ELLs with IEPs	1	25	TBD	Number of Administrators and Other Professionals	8	9	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	5	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
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.0
				% more than 2 years teaching in this school	84.8	84.8	78.7
				% more than 5 years teaching anywhere	82.6	84.8	87.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	93.0	95.7
American Indian or Alaska Native	0.1	0.3	0.3	% core classes taught by "highly qualified" teachers	90.3	97.4	97.2
Black or African American	34.5	32.3	32.4				
Hispanic or Latino	62.7	62.5	65.8				
Asian or Native Hawaiian/Other Pacific	1.3	1.7	0.9				
White	0.9	1.0	0.5				
Male	49.6	50.1	49.9				
Female	50.4	49.9	50.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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	v	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:	C	Overall Evaluation:					NR
Overall Score:	38.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 104	District 09	School Number 035	School Name Franz Sigel
Principal Graciela Navarro		Assistant Principal Aidimaris Soler	
Coach Jewellyn Holder		Coach Michelle Soroka	
Teacher/Subject Area Artemisa Pichardo		Guidance Counselor Annie Venterina	
Teacher/Subject Area Maria Stigliano		Parent Rosa Toranzo	
Teacher/Subject Area Angela Ajasin		Parent Coordinator Eileen Clemente	
Related Service Provider Maritza Romero		Other	
Network Leader Bob Cohen		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	7	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	660	Total Number of ELLs	70	ELLs as Share of Total Student Population (%)	10.61%
------------------------------------	-----	----------------------	----	---	--------

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.

LAP 2010-2011

Part II IDENTIFICATION PROCESS: (Questions 1-6)

1. The school follows the process indicated by New York State Department of Education:

- Administration of the Home Language Questionnaire (HLQ);
- Conducting an informal interview in English and in the native language;
- Administration of a formal English assessment; and
- Placement in an appropriate program (i.e., bilingual education, free-standing ESL, or monolingual English programs).

The Home Language Questionnaire and oral interview are done at registration by the staff member designated by the Principal. The HLQ is completed by the parent of guardian of each new entrant at the time of the students' initial enrollment in the school. The HLQ is provided in the language the parent or guardian best understand. The following staff members are assigned to screen, administer HLQ, oral interview and initial assessment:

Ms. Nathy Nixon – Fstatus State Certified CB Teacher-Fluent in English and French

Ms. Jewellyn Holder-Regularly appointed CB teacher/Coach-Fluent in English

Ms. Angela Ajasin- State Certified Bilingual Teacher/Special Education-Fluent in English and Spanish

Ms. Michelle Soroka – State Certified CB Teacher/Coach- Fluent in English, Spanish and Ukranian.

If the responses on the HLQ indicate that a language other than English is spoken at home or that the student understands a language other than English, then an informal interview in the native language and English is conducted. If the interview indicates that the student is possibly LEP/ELL, the assessment of the students' level of English language proficiency is conducted using the LAB-R. All new entrants are screened to determine which pupils are possibly gifted or have a possible handicapping condition and or possibly are LEP students. Placement in the appropriate instructional program takes place after the administration of the Language Assessment Battery-Revised (LAB-R). Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Based on the results of the LAB-R, students are identified either as LEP/ELL or English proficient (EP). Students who are identified as EP are placed in a general education program. Similarly, students who are identified as LEP/ELL are placed in a bilingual education or self-contained ESL program. Parents of students identified as LEP/ELLs are notified of their child's identification and placement in a bilingual or self-contained ESL program. The entire process is completed within the mandated 10 days. The date which student was tested is entered into ATS to assure compliance.

PARENTS

An orientation meeting is held several times during the year as ELL students arrive. This orientation meeting is conducted by two of the following staff members:

Principal: Graciela Navarro- Former Bilingual Teacher (State Certified) and Bilingual Coordinator

Assistant Principal: Aidimaris Soler-Former Bilingual Teacher (State Certified)

Jewellyn Holder: Pedagogical Coach- Regularly Appointed CB teacher

Eileen Clemente- Parent Coordinator-Fluent in English and Spanish

Annie Venterina –Guidance Counselor-Fluent in English and Spanish

Parents of English Language Learners are notified of their children's placement in a transitional bilingual or freestanding ESL program within two weeks after enrollment. Early in September, parents of English Language Learners are asked to participate in an orientation meeting that explains bilingual and English as a Second Language Services as well as an opportunity to ask questions. As parents of English Language Learners enroll orientation meetings are scheduled to give them the required information. Parents watch the orientation video for Parents of English Language Learners. The parent brochure "A Guide for Parents of English Language Learners" is explained and distributed. The parents make an informed decision and fill out the Parent Survey and Parent Selection Form. Parent's choices are honored whenever possible. If the program in their language is not available at the school, parents are given the option to transfer to another school that has the program of their choice. However, parents choose to stay at our school. The annual assessment process is explained to parents so that they understand that they must be notified yearly of their child's eligibility and that they will receive a Parent Choice Selection form for continued entitlement if their child does not reach the proficiency level. Follow up meetings are conducted to explain the promotional policies for ELL students, assessments and standards. Flyers, letters and the phone messenger

system are used as outreach to parents. These systems inform parents of upcoming meetings for parents of English Language Learners. If necessary the parent coordinator calls individual parents that have not participated in follow up meetings. Parents of English Language Learners are included in all of the workshops, training and after school programs available to parents. An ESL and GED program is available for parents in English and Spanish. After reviewing the Parent survey and Program Selection form the trend is for most parents of incoming kindergarten students who have had their children in prekindergarten programs that only offer English choose free-standing ESL or self-contained ESL classes. Parents of students in other grades generally choose ESL since the majority of our new immigrant enrollment comes from Africa or Asia. Parents of students from countries where the language is Spanish tend to choose ESL if they have been in the United States and are bringing their family now or bilingual program if the family comes together from their country. The current programs in our school align with the majority of the parent choices. Most parents, including those of Spanish Speaking background choose Free Standing ESL. This trend is due to the majority of new immigrants coming from Africa and Asia and very few students enrolling from Spanish speaking countries. Parents where the language cannot be accommodated are offered seats in nearby schools that have the program that meets their language needs. However, most parents choose to stay in the school with ESL services. Parents are not given the option to withdraw their children from an ESL program.

ANNUAL ASSESSMENT

In September 2010, the spring 2010, NYSESLAT scores are reviewed to identify students who are eligible to take the NYSESLAT in the spring of 2011. As new students are enrolled, students who score below proficiency level on the LABR are placed on the NYSESLAT eligible list. Transfer students records are checked on ATS to determine if the student is eligible for the NYSESLAT. As soon as NYSESLAT scores are received parents receive the Parent Choice Selection Form Continued Entitlement letter or the letter indicating that the student has met the proficiency level and is no longer entitled to services. These letters are distributed and collected by the following staff members:

- Ms. Nathy Nixon – Fstatus State Certified CB Teacher-Fluent in English and French
- Ms. Jewllyn Holder-Regularly appointed CB teacher/Coach-Fluent in English
- Ms. Michelle Soroka – State Certified CB Teacher/Coach- Fluent in English, Spanish and Ukranian.

To ensure that letters are returned, the Parent Coordinator assists by calling parents in to come in and pick up the letters. Entitlement letters are filled out at the point of pick up to assure compliance. The letters are collected and stored in the Principal’s office.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	12	14	15	8	8	13								70
Push-In														0
Total	12	14	15	8	8	13	0	0	0	0	0	0	0	70

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	12
SIFE	3	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	42	3	12	13	0	0	0	0	0	55
Total	42	3	12	13	0	0	0	0	0	55

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	14	14	8	12	12								61
Chinese														0
Russian														0
Bengali														0
Urdu														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other			4	1	1	3								9
TOTAL	1	14	18	9	13	15	0	70						

**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:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	14	14	8	12	12								61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			4	1	1	3								9
TOTAL	1	14	18	9	13	15	0	70						

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.

Questions 1 and 3: Students in the ELL Self-Contained class follow the same curriculum as the monolingual classes supported by ESL strategies in all content areas. Literacy instruction in English is delivered implementing ESL methodologies such as scaffolding, mirroring, contextualization, modeling, text representation, schema building, and metacognitive development within the McGraw Hill Treasures Literacy Program. Carefully scaffolded lessons provide instruction and application for specific language-acquisition strategies and reading skills. The ESL teacher plans with the classroom teacher and adapts instruction using ESL methodologies. An extended day program is provided for all ELL students in grades 2-5. Our goal is for all of our English Language Learners to develop English proficiency within a three-year period. The Periodic/interim assessments for ELL's are used to track student progress and analyze areas of strength and need. These results help us differentiate instruction, design after school and Saturday programs(pending funding) and order appropriate materials. Our ELL students

have had great success on state reading, math and science exams. Most students are required to take the ELA state exam in the third and fourth grade and perform as well and in some cases better than their English-speaking counterparts.

2. The school assures that the mandated number of instructional minutes is provided according to proficiency levels in each program. The administration, Bilingual teachers and teachers with ELL students meet in the beginning of the year to identify students and differentiate instruction according to proficiency levels. As students make progress the time is adjusted accordingly.

4. Our school has three SIFE students this year. The following plan is in place if SIFE students are identified. The following plan is in effect:
- q Assess the student to determine appropriate academic level in English and the Native Language.
 - q Determine the grade the student should be placed in taking into consideration age and emotional aspects.
 - q If the student is placed in the grade according to age but the academic level is below that grade, mainstream student for areas of greatest need.
 - q Provide an extended day program for all SIFE students after school and mornings.
 - q Provide adequate material for SIFE students based on assessment results.
 - q Monitor progress through formative, diagnostic and summative assessments.

Newcomers at P.S. 35X are assessed in English and the Native Language. Students may be mainstreamed or placed in another grade based on their proficiency level rather than their grade level for instruction. Newcomers whose parents opt for free-standing ESL receive ESL instruction according to their proficiency level. An extended day ESL program is provided by an ESL or Bilingual certified teacher for those students to address their needs.

Our long-term ELLs have been provided adequate interventions such as:

- q Additional services through push-in departmentalized model/academic intervention teachers
- q Providing extended day, after school and morning academic programs

Our school plan for all students including ELLs has and will continue to use intervention programs and effective instructional strategies so that students are not placed in Special Education. The intervention strategies that the school currently uses for ELLs are:

- q Departmentalized model with two teachers and the ESL teacher push in 5th grade.
- q Educational assistants assigned to K and 1st grade ELL self-contained class
- q Extended Day programs for ELL students
- q Achieve 3000 ESL program in grades 3, 4 and 5 to supplement literacy

ELLs are also provided with extended day, morning academic programs as a support and prevention of placement in Special Education. Special Needs ELLs are either in a self-contained ELL class. The self-contained class implements the same instructional programs as the general education classes with differentiation for students as needed and mandated as per their IEP. These students may also be mainstreamed according to their proficiency level. An extended day ESL program is provided by an ESL or Bilingual certified teacher for those students to address their needs. Their progress is monitored with formative, diagnostic and summative assessments.

Students reaching proficiency on the NYSESLAT receive a ESL support in the Literacy program after they have reached proficiency. These students will be supported through our academic intervention services. They participate in small group instruction during the day, extended day programs, morning program. Their progress will be monitored through diagnostic assessments, writing samples, and teacher conferences.

The following instructional programs are used in self contained ELL classrooms;

- q Spanish Reading libraries
- q McGraw Hill Treasures/ELL support
- q Everyday Math and Math Steps
- q FOSS Science
- q Social Studies Alive K-4 Social Studies Grade 5 NY State Core Curriculum

Instructional Strategies for English Language Learners used in all classrooms including those with ELL students.

- q English As A Second Language Scaffolding strategies
- q Vocabulary development strategies to facilitate language acquisition
- q Group activities to promote an exchange of thinking
- q Whole class discussions to summarize and interpret texts
- q Teacher Directed lessons to introduce genres or skills in the unit for the whole class to explore together

Collaborative planning with and across the grades for teachers is structured in the school program. Teachers are given the opportunity to plan collaboratively throughout the year. The Language Allocation Committee includes the assistant principal and bilingual teachers (general and special education), ESL and monolingual teachers.

All staff including personnel of ELLs have received professional development on The Language Allocation Policy. A subcommittee was formed to review NYSESLAT results and determine professional development needed. The following professional development will take place in 2010-2011.

- q Achieve 3000-Non Fiction strategies for English Language Learners
- q Differentiated Instruction
- q Effective practices for ELL students in content areas

Paste response to questions 1-4 here

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

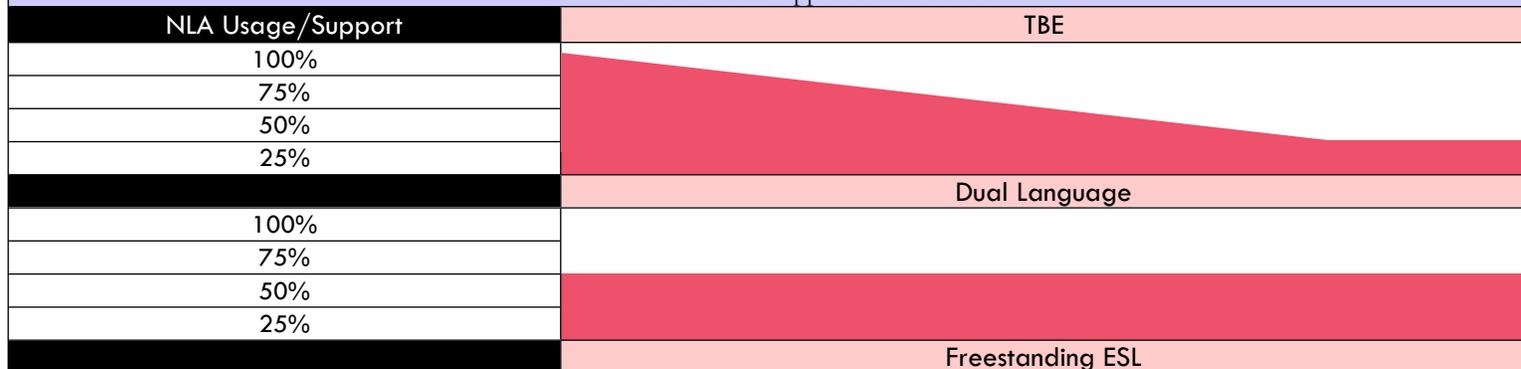
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Part IV: ELL Programming PROGRAM MODELS

KINDERGARTEN: 1 K SELF CONTAINED BILINGUAL SPECIAL ED CLASS- 12:1 Students remain together for the day with a state certified bilingual teacher and a bilingual educational assistant. Language of Instruction: Spanish

KINDERGARTEN, FIRST, SECOND AND THIRD GRADE: Taught by state certified bilingual teachers. ELL self-contained classes with a mixed group of ELL students, mixed proficiency levels, different non-English speaking countries, former ELL's and non-ELL's.

Language of Instruction: English

FOURTH AND FIFTH GRADE : DEPARTMENTALIZED Taught by two bilingual state certified teachers; One teacher teaches literacy and social studies to 4th and 5th grade and the other teacher teaches math and science to 4th and 5th grade. There are 13 students in 4th and fifth grade in these classes who have not met proficiency yet. These classes a mixed group of ELL students, mixed proficiency levels, students from different non-English speaking countries, former ELL's and non-ELL's. Most students in these fourth and fifth grade classes are former ELL's.

Language of Instruction: English

All teachers in the bilingual classes and self-contained ELL classes are bilingual state certified teachers. Instruction is delivered in the native

language in the kindergarten special education bilingual class with a period of ESL instruction. Students in ELL self-contained classes follow the same curriculum as monolingual classes. The Treasures Literacy program is the program used to deliver English Language Arts instruction in the school. One of the program authors for Treasures is Dr. Jane Echevarria-Author of Making Content Comprehensible for English Language Learners: The SIOP(Sheltered Instructional Observation Protocol) model. The program is delivered through themes; their vocabulary strategies are interactive; using songs, games and visuals. The program ELL libraries scaffold instruction for students by using books with the same story at diverse proficiency levels. Students in ELL-self contained classes use the ELL Resource and Practice books and the visual vocabulary resources. The Everyday Mathematics program is used in English in the ELL self-contained classes. Students who are new to the country receive a Spanish book as a reference. The teacher and/or a bilingual educational assistant meet with these students in small groups to ensure that students understand concepts taught. English Language Learners in the beginning levels (11 students in total) in the 3rd, 4th and 5th grade also receive an additional period daily of assistance by an academic intervention teacher in reading and mathematics at their level. The content areas are delivered through programs that meet the SIOP approach. The FOSS science program and the Social Studies "History Alive" are interactive and develop language scaffolding content and building background. Teachers in ELL self-contained classes use the SIOP model to develop their lessons. The lessons include hands-on, visual and other kinesthetic tasks that benefit English Language Learners. The programs structure use the practice and apply methods which are critical for English Language Learners and are part of the SIOP model. The number of mandated English as a Second Language minutes are met in the Literacy program during their ESL component. The language arts instructional component includes English language arts instruction and English as a second language instruction. The language arts instructional component for the beginning and intermediate levels of English proficiency in grades K-5 is ESL instruction within the Literacy program. The Literacy program provides the time during the oral language, comprehension, vocabulary and grammar components. Each lesson includes the content objective, language objective and materials. Building background, academic language is emphasized at each proficiency level. English language arts instruction is provided to students at the advanced level of English language proficiency for a minimum of one unit of study (180 minutes per week) or its equivalent, divided into substantially equal daily

The following instructional tools are used in self contained ELL classrooms;

- q K Spanish Reading libraries -
- q MCGraw Hill Treasures/ELL support
- q Everyday Math and Math Steps
- q FOSS Science
- q Social Studies Alive K-4 Social Studies Grade 5 NY State Core Curriculum

Collaborative planning with and across the grades for teachers is structured in the school program. Teachers are given the opportunity to plan collaboratively throughout the year. The Language Allocation Committee includes the assistant principal and bilingual teachers (general and special education), ESL and monolingual teachers.

All staff including personnel of ELLs have received professional development on The Language Allocation Policy. A subcommittee was formed to review NYSESLAT results and determine professional development needed. The following professional development will take place in 2010-2011.

- q Achieve 3000-Non Fiction strategies for English Language Learners
- q Differentiated Instruction
- q Effective practices for ELL students in content areas

Our school has three SIFE students this year. The following plan is in place if SIFE students are identified. The following plan is in effect:

- q Assess the student to determine appropriate academic level in English and the Native Language.
- q Determine the grade the student should be placed in taking into consideration age and emotional aspects.
- q If the student is placed in the grade according to age but the academic level is below that grade, mainstream student for areas of greatest need.
- q Provide an extended day program for all SIFE students after school and mornings.
- q Provide adequate material for SIFE students based on assessment results.
- q Monitor progress through formative, diagnostic and summative assessments.

Newcomers at P.S. 35X are assessed in English and the Native Language. Students may be mainstreamed or placed in another grade based on their proficiency level rather than their grade level for instruction. Newcomers whose parents opt for free-standing ESL receive ESL instruction according to their proficiency level. An extended day ESL program is provided by an ESL or Bilingual certified teacher for those students to address their needs. Newcomers are also given daily additional assistance in small group by an academic intervention teacher. Due to the requirement by NCLB for ELA testing after one year, these students receive test preparation classes along with their peers. They use programs such as Imagine Learning and Achieve 3000 which use visual and audio lessons specifically for ELL's.

English Language Learners with 4 to 6 years are placed in the same class with a state certified bilingual teacher. They follow the same curriculum with adaptations for ELL's such as using the ELL Resource book. The progress of these students is reviewed and evaluated to determine if these students may have special needs. After exhausting interventions, ESL strategies and other organizational placements such as change of class or grade, a referral would be recommended.

Our long-term ELLs have been provided adequate interventions such as:

Q Additional services through push-in departmentalized model/academic intervention teachers

Q Providing extended day, after school and morning academic programs

English Language Learners identified with special needs are recommended for evaluation in or outside of the school. The school strongly recommends that the student receive least restrictive environment placements; resource room, speech or counseling before a more restrictive environment is recommended.

TARGETED INTERVENTION PROGRAMS

Team Teaching Academic Intervention
Morning Program

Small Group instruction
After School

The school model for academic intervention is a push-in model whereby teachers are placed in the class to work with small groups for the entire day. In grades K, 1 and grade 5 English Language Learners classes have an additional teacher or educational assistant in the classroom. In grades 3, 4 and 5 all ELL students participate in the morning academic intervention program.

Students in grades 4 and 5 at the beginning level (11 students) receive an additional period of academic intervention. First thru fifth grade English Language Learners also participate in an after school program three days a week to receive additional assistance in all academic areas by a licensed bilingual teacher. These students are grouped by proficiency levels. The language of instruction for all of these programs is English. However, all of the teachers giving instruction are bilingual and provide native language assistance to Spanish speaking students when needed.

In 2011-2012 the school will continue to use the HLS and NYSESLAT to place students as well as parent choice survey. A licensed bilingual teacher will provide instruction in the native language as a cluster in the self-contained ELL classes. None of the programs/services for EL's will be discontinued. ELL's are afforded equal access as evidenced by the use of the same curriculum and materials as English Speakers. They are included in all intervention and supplemental programs. Title III monies are used to provide ELL students with the same after school programs as other students.

AFTER SCHOOL AND SUPPLEMENTAL SERVICES:

Due to budget the school has very few after school and supplemental services available. For the 2010-2011 the following are the after school and supplemental services for all students including English Language Learners:

Morning Program: This program provides all students including English Language Learners in grades 3, 4 and 5 with an hour of reading, math and science test preparation. The program for ELL's includes the use of Achieve 3000, a software program that provides instruction at the student's proficiency level with non-fiction stories.

After School – This year after school will start in late January 2011 and provide additional assistance to English Language Learners in reading and mathematics. Teachers will prepare students for their State exams including the NYSESLAT.

Again, due to budget cuts these are the only after school and supplemental programs we will have this year. Unfortunately, due to budget cuts, we are not able to have a program for ELL's before the beginning of the school year.

The content area instructional materials that are used are the following:

FOSS Science program and History Alive Social Studies; Both programs use a kinesthetic and constructivist approach. Students are involved in experiments, role playing and projects throughout the year.

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
NOT APPLICABLE

D. Professional Development and Support for School Staff

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

1. Collaborative planning with and across the grades for teachers is structured in the school program. Teachers are given the opportunity to plan collaboratively throughout the year. The Language Allocation Committee includes the assistant principal and bilingual teachers (general and special education), ESL and monolingual teachers.

All staff including personnel of ELLs have received professional development on The Language Allocation Policy. A subcommittee was formed to review NYSESLAT results and determine professional development needed. The following professional development will take place in 2010-2011.

q Achieve 3000-Non Fiction strategies for English Language Learners

q Imagine Learning-ELL component

q Effective practices for ELL students in content areas

2. Departmentalized classes in grades 5 assist all students including English Language Learners in the transition to middle school. Students become familiar with moving from one class to the other and with the expectations of two teachers in four subject areas. Guest speakers and visits to prospective schools also take place during the school year.

3. Most staff has had the 7.5 hours of ELL training at our school, through outside professional development or in their former schools. For those who have not had this training opportunities to participate in this training will be made available through the Department of Education Protraxx service. Paste response to questions 1-3 here

E. Parental Involvement

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

1. PS 35X takes the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Input from parents as members of the School Leadership Team-Parents of English Language Learners are included
- Input from the PTA
- Results of DOE annual parent survey
- Review and revision of CEP at School Leadership Meetings
- Distribution of Parent Involvement Policy at PTA Meetings
- Post the Parent Involvement Policy (In English and Spanish) on the School's Web Site.
- Attend and participate in conferences, workshops, and instructional activities to educate parents in the curriculum and assessments

surrounding their child's education.

- Provide all notices in English and Spanish and if necessary in the languages spoken by other English Language learners
- Conduct regular parent meetings to keep parents informed of child's progress
- Provide an information board of current events with a monthly calendar to inform parents of school activities
- Provide Family Literacy and family services to improve parents' ability to help with their child's education.

2. The school partners with Learning Leaders to provide support for students, staff and parents. This year as per TITLE I Parent Action Committee teachers from the school will be organizing, planning and teaching classes to all parents including parents of English Language Learners.

3. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Evaluation will be conducted through DOE Annual Parent Survey and school survey
 Parent Coordinator will be responsible for dissemination of information and follow up of submission
 The parent survey is analyzed and an action plan to address parents needs is developed. Currently parents have expressed the following needs:
 Exchange of more consistent information on their child's academic progress-As a result progress reports will be distributed to parents.

PARENTAL INVOLVEMENT WORKSHOPS:

The school has provided workshops to parents on the following topics:

1. the State's academic content standards
2. the State's student academic achievement standards
3. State and local academic assessments- Grades K-5
4. Promotional policy for English Language Learners- Identified Students parents and all other parents interested
5. How to help your child succeed as an English Language Learners

PARENTAL INVOLVEMENT ACTIVITIES

1. Curriculum Night- Parents meet their child's teacher and become familiar with expectations for the grade.
2. Performance Nights: Performance Arts program which includes English Language Learners. Students perform a play, dance or play an instrument.
3. GED classes for parents - Twice a month beginning in February
4. ESL classes for parents - Twice a month beginning in February
5. Technology classes for parents - Twice a month beginning in February

4. Parental Involvement activities are developed through various school teams; the School Leadership Team, Parent-Teacher's Association, DOE and school Parent Survey. These sources help to align parental involvement and parent needs.

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)	0	5	2	3	1	3								14

Intermediate(I)	0	5	3	1	2	2								13
Advanced (A)	1	3	14	5	10	10								43
Total	1	13	19	9	13	15	0	0	0	0	0	0	0	70

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	1	2	0	1							
	I		3	0	0	1	1							
	A		4	5	1	2	1							
	P	1	5	12	6	10	11							
READING/ WRITING	B		4	1	1	2	3							
	I	1	5	3	1	3	2							
	A		3	13	7	7	10							
	P		1	1	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	5	3	1	11
4	2	9	1	0	12
5	3	13	0	0	16
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	4	0	4	0	1	0	12
4	1	0	5	2	7	0	0	0	15
5	3	3	12	0	3	0	0	0	21
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	3	4	2	4	0	14
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				
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)	3	6	2	6				
Chinese Reading Test	0	0	0	0				

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

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

1. ELL's early literacy skills are assessed using Dibels (Grades K-2) Fountas and Pinnel Grades K-5), baseline writing(Grades K-5) samples and Jump Start Comprehension tests (Grades 2-5). In the early grades these assessments provide information on phonics and phonemic awareness. In the upper grades these assessments provide information on strengths and weaknesses in specific skills. Teachers are still in the process of collecting quantitative data.

Questions 2,3,4 and 6. LAB-R data reveals the following patterns; Due to the large number of students attending monolingual pre-kindergarten sites the school has fewer students eligible for bilingual services in kindergarten. We have also noticed the following trends; NYSESLAT data reveals that the majority of our students fall into the Intermediate and Advanced levels. There are 11 students in grades K-5 at the Beginning level, 14 students in intermediate level and 42 students at the advanced level. Students across all grade levels perform better on the listening and speaking components of the NYSESLAT or LABR across all proficiency levels. Writing in all grades is at the lowest end of performance, reading is slightly better, listening follows and speaking is at the high end of performance for all students regardless of identified proficiency level. However, the data does reveal growth in all areas from year to year. Patterns reveal that instructional focus should be on reading and writing. Vocabulary development professional development has previously been provided. Teachers learned strategies to scaffold vocabulary for ELL students. The Children's First Initiative will provide an opportunity to analyze a variety of data in grades K-5 ELL self-contained class including NYSESLAT and reading and writing data for ELL's and develop strategies to improve their reading and writing skills. All of these components are critical to improve learning for English Language Learners. The new Literacy program, "MCGraw Hill Treasures", provides instruction specific to English Language Learners at every component. The Every Day Math and FOSS Science and Social Studies core curriculum provide ample opportunities to address the four modalities. Content area curriculum as well as residence in arts programs; include projects and activities that address the four modalities.

Student results for ELA and Math state exams show that ELLs perform as well and in some cases better than their English proficient counterparts in State Exams. Our school administers the Interim (English) ELA exam to all 3rd and 4th grade ELL students. The ELL Predictive assessments results are used to analyze students' areas of strength, monitor progress and look at instructional areas in which teachers need to develop further instructional strategies. The success of the program is evaluated based on the comprehensive results of all assessments; Fountas and Pinnel, Dibels, School Assessments, Periodic Assessments, and New York State assessments and results of NYSESLAT exam. We

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

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		

Paste additional information here

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:	593,600	299,709	893,309
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,933		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2,998	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29,500		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		0	
6. Enter the anticipated 10% set-aside for Professional Development:	59,000		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		0	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: **98%**

9. If the percentage of high quality teachers during 2010-2011 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.

Offer assistance to support teachers with earning credits towards meeting “Highly Qualified” requirements

Refer teachers to university or programs that will help them earn credits toward meeting “Highly Qualified” requirements

Attend Recruitment Fairs to employ highly qualified teachers

See page 56-57 for additional information

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & 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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parental Involvement Policy:

I. General Expectations

PS 35X agrees to implement the following statutory requirements:

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

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. PS 35X will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Input from parents as members of the School Leadership Team
 - Input from the PTA
 - Results of DOE annual parent survey
2. PS 35X will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Review and revision of CEP at School Leadership Meetings
 - Distribution of Parent Involvement Policy at PTA Meetings
 - Post the Parent Involvement Policy (In English and Spanish) on the School's Web Site.
3. PS 35X will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Attend and participate in conferences, workshops, and instructional activities to educate parents in the curriculum and assessments surrounding their child's education.
 - Conduct regular parent meetings to keep parents informed of child's progress
 - Parents are provided an opportunity to communicate concerns with principal
4. PS 35X will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
 - Provide an information board of current events with a monthly calendar to inform parents of school activities
 - Provide Family Literacy and family services to improve parents' ability to help with their child's education.
5. PS 35X will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

6. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
 - Evaluation will be conducted through DOE Annual Parent Survey
 - Parent Coordinator will be responsible for conduction evaluation
 - Parent will have an active role in the design and content of the survey
7. PS 35X will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i.the State's academic content standards
 - ii.the State's student academic achievement standards
 - iii.the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - Annual Curriculum Night
 - Monthly Workshops
 - Monthly PTA Meetings
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Provide Family Literacy and family services to improve parents' ability to help with their child's education.
 - Monthly workshops on curriculum standards and assessments
 - Vacation Homework Packages
 - Provide Assessment Samplers
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Provide Professional Development workshops on effective communication with parents
 - Educate staff with the assistance of parents, about recognizing the value and usefulness of parents' contributions
 - Provide workshops with teachers and parents regarding the shared responsibility to improve student achievement
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Provide Family Literacy and family services to improve parents' ability to help with their child's education.
 - Monthly workshops on curriculum standards and assessments

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Provide parents with timely information in a language and format they can understand.

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed to with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team Meetings agendas and minutes. This policy was adopted by the Franz Sigel on June 2009 and will be in effect for the period of September 2010 through June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 10, 2010.

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

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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

PS 35X and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

School Responsibilities

PS 35X 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:
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Parent Teacher conferences are held in:
 - September as Curriculum Night
 - November – During Parent Teacher Conference Week
 - January Progress Report Week
 - March - During Parent Teacher Conference Week
 - June – Moving Up Assembly Program Week
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - November – During Parent Teacher Conference Week
 - January Progress Report Week
 - March - During Parent Teacher Conference Week
 - June – Moving Up Assembly Program Week

4. ARIS Parent Link- Provide parents with opportunities during the school day to link on to the ARIS Parent link and see their progress in Periodic assessments or ELL assessments.
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
6. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
8. Involve parents in the joint development of any Schoolwide Program Plan (for SWP schools), in an organized, ongoing, and timely way.
9. 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.
10. 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.
11. 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.
12. At 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.
13. Provide to each parent an individual student report about the performance of their child on State assessment in Mathematics and English Language Arts.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television children watch
- Volunteering in child's classroom
- Participating, as appropriate, in decisions relating to children's education
- Promoting positive use of child's extracurricular time
- Staying informed about child's education and communicating with the school by promptly reading all notices from the school or the school district/region either received through the child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups

Student Responsibilities

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

- Complete homework every day and ask for help when needed
- Read at least 30 minutes every day outside of school time
- Give my parents or the adult responsible for my welfare all notices and information received by me from my school every day

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

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.**

Responses provided in page 9 -13.

2. **Schoolwide reform strategies that:**
 - a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**

Responses provided in Action Plan for each area.

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

The core curriculum program in place MCgrawHill Treasures , Every Day Math, FOSS and Social Studies Alive have been scientifically-based and have embedded instructional strategies that promote effective and academically rigorous instruction.

3. **Instruction by highly qualified staff.**

As of September 2010, 98.0 % of our teachers are fully certified and 98.0% have Masters Degrees or higher.

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.**

Under the direct supervision of our Principal and Assistant Principals, professional development is scheduled and organized at the school level. Staff is provided with comprehensive, coordinated an ongoing professional development that shows the promise of improving teaching and learning for all students including Special Education and ELLs based on the interpretation and analysis of data. The focus is on continuing systemic changes in classroom environment and teaching practices in alignment with the New York State Curriculum standards. Practices such as study groups, inquiry based research groups, learning walks, and analyzing student work, play a critical role in shaping professional development and improving student instruction. The School's Excellence Curriculum Committee meets regularly to address the following:

- Review and analyze student data to inform instruction
- Develop and implement instructional action plan that addresses specific strategies to improve teaching practices for students with individual needs, and effective ESL practices that address English Language Learners.

Scientific research consistently suggests that any comprehensive professional development program include all cohorts of a school community. Current research stresses the importance of addressing the three components of professional development, namely context, content and process. *Context* includes the culture, environment, leadership issues, time for practice and advocacy. *Content* includes the what adults need to know, such as instruction, assessment, and evaluation. The *process* refers to *how* adults acquire content. This can be achieved through examining case studies, observing one another in classrooms and challenging the activities against the standards.

As our school continues with the Balanced Literacy program, we will have access to multiple training resources provided by outside consultants. Training sessions will be offered on-site: before school, after school and/or Saturdays. In addition to the school professional development services, additional training services, which will include the following, will be provided:

- Assisted training for parents, organizations and families
- DOE Professional development; Internal Services

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

Currently PS 35 does not have a high turn-over of teachers. Teachers typically leave if they retire or relocate. Administration provides a variety of support through in-house professional development, buddy teachers, consultants and outside opportunities provided by DOE for support. The goal is to identify teachers that can help build capacity in the school by giving them opportunities to lead their colleagues. Our new website offers prospective teachers the opportunity to examine our school and its support systems.

PS 35 maintains high standards in student achievement. The school's vision that every child can learn and be successful is evident in the steady and consistent growth of reading and mathematics scores.

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

At PS 35X we are cognizant that families and other community members are an integral part of all students' academic and social success, and deem family involvement an essential ingredient for successful educational programs. Active parents are involved with the *Learning-Leaders Parent Volunteer Program*, through which they support the school. Parents also participate in the planning, and decision-making regarding special school events.

Our continuing efforts focus on strengthening school-wide home-school relationships and increasing parent and community involvement. To support parental involvement efforts, the Parent Coordinator creates a welcoming environment for parents and

serves as a liaison between parents, the school and the community. In addition, the parent coordinator conducts outreach to outside agencies to deliver workshops on surveyed parents' need and to engage parents in their children's education.

Learning Through an Expanded Arts Program, Inc. (LEAP) works with families on improving literacy skills. Families participate in workshops linking literacy with arts and crafts. In addition, parents are invited to participate in workshops planned by our school counselor, coaches, clusters, and administrators on:

- Health
- Drug issues
- Behavioral disorders
- The content and format of state exams
- The importance of attendance
- Strategies to use while reading with children

The school sends notification disseminated by the Superintendent with the status of the Region. While P.S. 35X is a school in "good standing", it is a part of a Region in need of improvement and is required to notify parents. Notifications are provided in both English and Spanish. To the extent that these notices are available in other languages by the Department of Education the school provides them to parents.

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

Every year the kindergarten teachers and assistant principal visit the local pre-school that is a feeder to our school. This visit includes observations by the teachers of the students, their environment and their work as well as talking to the staff to learn about their curriculum and the students. Our staff provides the preschool with information on the kindergarten curriculum. Our school invites the local pre-school students to visit our school. The students and teachers come to a guided tour of our building. Early in September Parent Curriculum Night will help our incoming Kindergarten and first grade students to adjust to an unfamiliar building, new faces, and the higher expectations that can help make sure they succeed. They will also be invited to workshops during the year on the six dimensions of Reading, homework help, improving mathematical skills through the use of hands-on Mathematics, test sophistication strategies, conflict resolution, and parenting skills in accordance with the PS 35X – Parent Compact. .

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.

P.S. 35X takes a data-driven approach to improving student performance. DOE Periodic assessments and school assessments I grades 3, 4 and 5 are used to track proficiency rates and progress towards meeting the targeted goal for May 2011. Item

analysis, portfolio assessment, running records, writing samples, and other indicators are used to identify and address student strengths and target areas for intensive instruction. MClass Dibels running records and EDM checklists are used in the early childhood grades (K-2) and students in need of academic intervention services. Mclass Dibels and running records help teachers make appropriate decisions as they select reading materials for students, plan activities and structure literacy programs. The baseline, midline, and final writing samples, Mathematics learning logs as well as content area writing are used to inform and modify instruction. *Learning-Centered Initiatives* and *Understanding by Design* are used to develop quality curriculum instructional units of study to further increase the alignment of curriculum, instruction, and assessment with State standards.

The Progress Report and Quality Review are distributed to each staff member of our educational community. Using all available information, teachers examine their class and individual student's achievement data and compare it to the data for their grade and the school as a whole. Item skills analyses for Reading and Mathematics, NYSESLAT, and Mclass Dibels data is used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention services.

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.**

Team Teaching /Academic Intervention Services (AIS) is provided to address the needs of students who require assistance in meeting the Standards in Literacy, Mathematics and Science. *The Instructional Team* plays a critical role in identifying students, producing, and implementing intervention plans. Intensive guidance and support services are provided to students who are experiencing issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all Grade 3-45students performing at Levels 1 and 2, and Early Childhood students deemed to be at risk, including students in special education and English Language Learners, receive appropriately targeted services. Students are grouped homogenously and those classes with the most at risk students have two certified classroom teachers to provide a smaller teacher to student ratio. Our IEP teacher has a flexible weekly schedule that will allow General and Special Education Teachers to prepare and participate in IEP meetings. When there is no need for IEP coverage the IEP Teacher works with the self contained special education classes providing small group remediation, and/or perform prevention and intervention services to children at risk. The school has developed Academic Intervention Service programs for students before school, after school, Saturdays, and school breaks.

- a. A morning program starting the first day of school from 7:30 - 8:30 am is in place for all students in grades 3, 4 and 5. The program runs September through May. The program works on improving reading, writing, science, and math skills as well as test sophistication skills.
- b. Saturday and school vacation test - preparation academies for grades 3, 4 and 5 enable general, special, and ELL/LEP students to enhance, enrich, and extend literacy, mathematics, and scientific skills.

- c. In addition students participate in numerous extra-curricular activities such as chess, drama, chorus, visual arts programs, technology, robotics, refurbishing of computers, and the development of the school newspaper by the student council. These programs are offered to students before school, during the school day, after school, and on Saturdays.

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.

McGraw Hill literacy, Mathematics, Social Studies, Science, Physical Education and Arts programs operate within the context of the school's *Comprehensive Educational Plan (CEP)*, through which programs are offered equitably to both ELL and non-ELL, as well as to students with special needs. Our CEP also includes Academic Intervention Services thorough extended day programs to students at risk of failing to meet state standards. Our plan focuses on student achievement and emphasizes data analysis in order to better define strategies that address challenges. Federal, State and Local funds are integrated, but in no way compromise or supplant mandated services. All federal, state, and local reading, and early literacy initiatives and organizations operate under one umbrella to build upon the strengths of a range of current initiatives to enhance reading instruction. This coordination helps a network of people in the community who work to improve the effectiveness of the school's early literacy initiatives. The coordination focuses on: evidence-based Reading, Language Arts, Mathematics, Social Studies, Science, Physical Education and Arts practices, ongoing and sustained professional development, and supportive partnership of schools, families and community organizations.

- General Education provides for school leadership, teachers, educational assistants, and other staff providing mandated services for our students.
- Title I SWP monies provide for 22% of an Assistant Principal, 100% Guidance Counselor, 5 partial teacher salaries, Per-Session for teachers, assistant principal and principal, professional development, parental involvement and general supplies.
- Title III provides extended day for the teaching of English as a Second Language for our English language Learners
- Project Arts supports our extended day dance, music, and art programs.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			498,624	X	17,19,23,26 48-55
Title I, Part A (ARRA)	Federal	X			294,002	X	31, 48-55
Title II, Part A	Federal	X			376,366.55	X	14, 48-55
Title III, Part A	Federal	X			21,720	X	42-45
Title IV	Federal	N/A			N/A	N/A	N/A
IDEA	Federal	N/A			N/A	N/A	N/A
Tax Levy	Local	X			3,312,376	X	19-32

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.