



PS 89
THE WILLIAMSBRIDGE SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 11X089
ADDRESS: 980 MACE AVENUE, BRONX, NY, 10469
TELEPHONE: 718-653-0835
FAX: 718-231-2863 SCHOOL: (DISTRICT/ BOROUGH/- 11/X/089)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321100010089 SCHOOL NAME: P.S. 089 Bronx

SCHOOL ADDRESS: 980 MACE AVENUE, BRONX, NY, 10469

SCHOOL TELEPHONE: 718-653-0835 FAX: 718-231-2863

SCHOOL CONTACT PERSON: _____ EMAIL ADDRESS: _____

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rotates

PRINCIPAL: Ralph Martinez

UFT CHAPTER LEADER: Robert Breitenbach

PARENTS' ASSOCIATION PRESIDENT: Donna Stuart

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 CHILDREN FIRST NETWORK (CFN): Center for Educational
Innovation-Public Education
Association Network
540

NETWORK LEADER: Allen Cohen

SUPERINTENDENT: Elizabeth White

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Ralph Martinez	*Principal or Designee	
Robert Breitenbach	*UFT Chapter Chairperson or Designee	
Donna Stuart	*PA/PTA President or Designated Co-President	
Elenor Vargas	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Valori Rizzo	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ismel Roger	Member/Parent	
Annette Alvarado	Member/Parent	
Iris Rosario	Member/Parent	
	Member/Parent	
Kim Nieves	Member/UFT	
Annette Caballero	Member/UFT	
Nicole Hill	Member/UFT	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

P.S. 89 has served the Williamsbridge community of the Bronx since 1927. Conceived originally as a grammar school that was K - 8, it was reorganized in 1953 into a K - 5, then returned to its original (K - 8) organization in 1996. In 2007, a pre-Kindergarten was opened and we are currently set up as a Pre-K to Grade 8 School with a population over 1300 students. In March of 2002 the school was officially named "The Williamsbridge School".

The Williamsbridge School is organized heterogeneously from Pre-kindergarten through Grade 8. Throughout the decades, P.S. 89 has served a multi ethnic community that is currently made up of 15% White students, 26% Black students, 46% Hispanic students, and 10% Asian students and others. Over 75% of students are eligible for free lunch for the 2010-2011 school year (SY).

At the Williamsbridge School parents are encouraged to become involved in their child's learning in various ways. A parent resource library has been established to provide parents access to relevant literature dealing with child development. Additionally, workshops are offered in which parents become familiar with the various academic programs in place at P.S. 89. These parent school partnerships workshops provide opportunities to engage parents in their children's education and provide a connection to the greater school community.

Our staff developers assist teachers in aligning the common core state standards in planning and implementing effective best instructional practices. This year external and internal staff developers are employed to improve instruction and increase student achievement. Organizations such as Hearts of Change and Literacy Support Systems provide group and individualized professional development.

We continue to use three New York City citywide math programs: Everyday Mathematics (K-5), Impact Mathematics (6-8), and Accelerated Algebra in Grade 8. In ELA, we are focusing on non-fiction writing across the curriculum and using a Balanced Literacy model for instruction.

Students identified for academic intervention services are given additional time on task tailored to their individual learning styles. A supplemental reading intervention model includes smaller grouping and more time on task. Everyday Mathematics and Impact Mathematics is used to boost achievement in mathematics. An extended day and Saturday program provide students opportunities to take part in a test preparation program. Students who exceed state standards are encouraged to participate in our NYS regents' enrichment program in math and science.

Our growing population of English Language Learners is serviced in a self-contained ESL program, as noted in our Language Allocation Policy. Presently we have 10 self-contained English as a Second Language classes (K-8) and one Bilingual CTT in Grade 2.

Our special education classes consist of nine Integrated Team Teaching classes on Grades K-4 and 6 -8 self-contained classes throughout the grades. In addition, two SETSS (Special Education Teacher Support Services) teachers service children that are in general education with a need for resource room. Related services, including speech, counseling, occupational therapy and physical therapy are also provided.

The School Leadership Team, comprised of administrators, teachers, parents, a school aide and the UFT Chapter Leader, meets monthly to focus on collaborative planning to build upon the school's success in student achievement. Our faculty is comprised over 100 teachers of which 100% are fully licensed.

During the 2010-2011 school year, the fourth and fifth grade students participate in exploratory academies. All students participate in STEM (Science, Technology, Engineering and Mathematics) and in the Arts. In STEM,

students are offered the opportunity to explore and develop their thinking and reasoning skills through project based learning and real life scientific and mathematical experiences. The Williambridge School's vision is to create a STEM education program that enables students to acquire 21st century skill sets necessary to compete in the global economy.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 089 Bronx								
District:	11	DBN #:	11X089	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	32	30	30		90.1	91	TBD		
Kindergarten	128	146	158						
Grade 1	119	138	156	Student Stability - % of Enrollment:					
Grade 2	132	116	130	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	117	132	112		92.6	93.26	TBD		
Grade 4	117	117	126						
Grade 5	146	122	118	Poverty Rate - % of Enrollment:					
Grade 6	164	186	151	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	170	164	177		73.8	77.7	88.1		
Grade 8	187	162	156						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		18	48	TBD		
Grade 12	0	0	0						
Ungraded	4	0	2	Recent Immigrants - Total Number:					
Total	1316	1313	1316	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					5	8	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	85	95	77	Principal Suspensions	101	97	TBD		
# in Collaborative Team Teaching (CTT) Classes	45	61	70	Superintendent Suspensions	26	28	TBD		
Number all others	83	79	92						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff:					
# receiving ESL services only	276	243	281	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		

# ELLs with IEPs	0	5	40	Number of Teachers	109	108	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	21	27	TBD
				Number of Educational Paraprofessionals	15	13	TBD
Overall Students (# entering students coverage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	2	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	71.6	83.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	63.3	69.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	89	94	TBD
American Indian or Alaska Native	0.6	0.7	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	67.5	83	TBD
Black or African American	28	26.7	26.3				
Hispanic or Latino	45.4	45.4	46.9				
Asian or Native Hawaiian/Other Pacific Isl.	10.3	10.3	9.7				
White	15.7	14.9	14.4				
Multi-racial							
Male	52.2	54.2	52.4				
Female	47.8	45.8	47.6				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input 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:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2 Basic		<input type="checkbox"/>					
<input type="checkbox"/> Comprehensive <input type="checkbox"/> Focused		<input checked="" type="checkbox"/>					
<input checked="" type="checkbox"/>							
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups			Elementary/Middle Level		Secondary Level		

	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial	-	-	-				
Students with Disabilities	Ysh	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	76.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	5	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	17.1	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	43.7	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	√

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

Data Source: Progress Reports 2009-2010, 2008-2009, and 2007-2008

The school's Student Progress for English Language Arts indicates the following:

- Percentage of Students in School's Lowest 1/3 medium growth percentile for 2009-2010 is 77%, compared to 86.2% for 2008-2009 and 85% for 2007-2008.
- There was a slight decrease in progress for the lowest 1/3 of our students for 2009-2010, but overall ELA student performance data indicates that the school has continued to sustain previous progress for students in the lowest 1/3 for the last three years.

Data Source: Progress Reports 2009-2010, 2008-2009, and 2007-2008

The school's Student Progress for Mathematics indicates the following:

- Percentage of Students in School's Lowest 1/3 medium growth percentile for 2009-2010 is 70%, compared to 78.1% in 2008-2009 and 60.9 % for 2007-2008.
- The school's math program continues to make gains for students in the lowest 1/3. Although an 8.1 percentage point decrease from the previous year, students continue to sustain progress.

Data Source: Progress Reports 2009-2010, 2008-2009, and 2007-2008

The school's Progress Report for **School Environment**

- Letter grade for school environment for 2009-2010 in the annual New York City's Progress Report is an F. Progress Report Grade for 2008-2009 was a D, and for 2007-2008 a C. Three year trend indicate an inherent concern in school environment. A review of the data from all constituencies that impact school environment will be used to develop an action plan to address school climate.

ELA Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008

Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
All Grades					
2009 - 2010	821	19%	53%	25%	3%
2008 - 2009	869	3%	33%	62%	2%

2007 - 2008	878	4%	44%	51%	1%
Grade 3					
2009 - 2010	108	33%	35%	27%	5%
2008 - 2009	125	16%	34%	49%	1%
2007 - 2008	117	7%	31%	59%	3%
Grade 4					
2009 - 2010	130	27%	47%	26%	0
2008 - 2009	113	4%	31%	59%	5%
2007 - 2008	114	9%	38%	53%	1%
Grade 5					
2009 - 2010	115	15%	50%	27%	9%
2008 - 2009	123	2%	30%	65%	2%
2007 - 2008	143	3%	38%	57%	1%
Grade 6					
2009 - 2010	147	16%	59%	24%	1%
2008 - 2009	183	0	30%	65%	2%
2007 - 2008	163	1%	55%	44%	1%
Grade 7					
2009 - 2010	165	17%	61%	19%	3%
2008 - 2009	164	0	33%	66%	1%
2007 - 2008	161	0	41%	59%	0
Grade 8					
2009 - 2010	156	12%	59%	28%	1%
2008 - 2009	161	1%	40%	58%	1%
2007 - 2008	180	8%	53%	37%	1%

Comparisons for SY 2007-2008 and 2008-2009 indicate a significant increase of students meeting the state's standard in ELA. For SY 2009-2010 a year where scale scores were adjusted in meeting proficiency levels, there was a 36 percentage point decrease for all students in meeting ELA state standards. The decrease substantially surpassed the city average decline of 23 percentage points. The school's overall average for students meeting ELA state standards is 28%.

Math Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008

Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
All Grades					
2009 - 2010	839	12%	45%	32%	11%
2008 - 2009	892	3%	17%	66%	14%
2007 - 2008	885	6%	22%	61%	11%
Grade 3					
2009 - 2010	112	16%	42%	29%	13%
2008 - 2009	132	2%	13%	73%	12%
2007 - 2008	117	2%	13%	69%	16%
Grade 4					
2009 - 2010	132	14%	52%	25%	9%
2008 - 2009	112	4%	15%	63%	10%
2007 - 2008	115	10%	18%	63%	10%

Grade 5					
2009 - 2010	117	3%	37%	47%	13%
2008 - 2009	126	2%	11%	68%	18%
2007 - 2008	146	4%	21%	66%	9%
Grade 6					
2009 - 2010	148	7%	48%	34%	10%
2008 - 2009	189	5%	20%	63%	12%
2007 - 2008	160	3%	24%	58%	15%
Grade 7					
2009 - 2010	167	13%	35%	35%	17%
2008 - 2009	169	1%	15%	64%	20%
2007 - 2008	162	5%	20%	69%	6%
Grade 8					
2009 - 2010	160	14%	58%	22%	6%
2008 - 2009	164	4%	27%	64%	6%
2007 - 2008	185	14%	30%	48%	9%

Overall, there was a 36.2 percentage point decrease in the students meeting state standards in math for 2009-2010. Only 43.2% of students are meeting state standards in mathematics. Also, the percentage of students achieving level 4 on the NYS math assessment for SY 2009-2010 slightly decreased by 3 percentage points from the SY 2008-2009 for all students. New initiatives in common planning, curriculum mapping, common assessments, data assessment and department wide smart goals should provide an increase in the number of students meeting the state's standard in mathematics for SY 2010-2011. Also, grade 7 had the greatest percentage of students at level 4 and grade 5 at 60% had the highest percent of students meeting state standards in math.

ELA Performance Leveled Subgroups Comparison for 2009 – 2010, 2008-2009 and 2007-2008
Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Levels 3&4 Percentage
SWD				
2009 - 2010	192	46%	49%	5%
2008 - 2009	181	12%	63%	25%
2007 - 2008	67	30%	57%	13%
Asian				
2009 - 2010	95	9%	30%	61%
2008 - 2009	99	3%	24%	73%
2007 - 2008	93	2%	26%	72%
Black				
2009 - 2010	241	22%	58%	20%
2008 - 2009	250	4%	35%	61%
2007 - 2008	240	5%	46%	49%
Hispanic				
2009 - 2010	353	22%	55%	23%
2008 - 2009	383	3%	35%	62%
2007 - 2008	396	5%	50%	45%
White				

2009 - 2010	121	15%	54%	31%
2008 - 2009	125	3%	30%	67%
2007 - 2008	141	4%	36%	60%
LEP				
2009 - 2010	149	33%	48%	19%
2008 - 2009	142	5%	46%	51%
2007 - 2008	152	5%	52%	43%

The data indicates that each subgroup declined significantly in meeting the ELA standards for SY 2009-2010. The subgroup SWD had the lowest level at 5% and the subgroup LEP followed with 19% of students meeting state standards. The subgroup Asian had the greatest percent of students meeting standards at 61%.

Math Performance Leveled Subgroups Comparison for 2009 – 2010, 2008-2009 and 2007-2008

Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Levels 3&4 Percentage
SWD				
2009 - 2010	192	30%	54%	16%
2008 - 2009	181	10%	34%	56%
2007 - 2008	93	25%	36%	39%
Asian				
2009 - 2010	99	5%	14%	81%
2008 - 2009	103	0%	6%	94%
2007 - 2008	93	1%	10%	89%
Black				
2009 - 2010	242	14%	53%	33%
2008 - 2009	252	3%	22%	75%
2007 - 2008	241	9%	24%	67%
Hispanic				
2009 - 2010	359	12%	55%	33%
2008 - 2009	390	4%	19%	77%
2007 - 2008	398	8%	25%	67%
White				
2009 - 2010	125	10%	30%	60%
2008 - 2009	135	4%	10%	86%
2007 - 2008	145	30%	16%	81%
LEP				
2009 - 2010	162	14%	40%	46%
2008 - 2009	162	4%	15%	81%
2007 - 2008	157	4%	19%	77%

The SWD subgroup has only 16% of students meeting standards in math compared to the subgroups Black and Hispanics who both have 33% for SY 2009-2010. The subgroup Asian had the greatest percent of students meeting standards at 81%.

3rd Grade ELA Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008

Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
SWD					
2009 - 2010	32	69%	25%	3%	3%
2008 - 2009	33	42%	36%	21%	0
2007 - 2008	11	36%	55%	9%	0
Asian					
2009 - 2010	9	22%	11%	67%	0
2008 - 2009	18	11%	17%	67%	6%
2007 - 2008	16	0	13%	81%	6%
Black					
2009 - 2010	33	42%	42%	12%	3%
2008 - 2009	39	26%	41%	33%	0
2007 - 2008	26	0	23%	77%	0
Hispanic					
2009 - 2010	44	36%	30%	27%	7%
2008 - 2009	50	12%	34%	54%	0
2007 - 2008	48	13%	44%	38%	6%
White					
2009 - 2010	18	22%	44%	28%	6%
2008 - 2009	15	13%	33%	53%	0
2007 - 2008	23	9%	26%	65%	0
LEP					
2009 - 2010	30	40%	33%	27%	0
2008 - 2009	34	12%	26%	62%	0
2007 - 2008	28	14%	36%	50%	0

The subgroup data for 3rd grade indicates an increase of level ones in all subgroups. Also the subgroup SWD has 94% of students not meeting ELA state standard followed by the subgroup Black at 84%, and the subgroup LEP at 73% .

3rd Grade Math Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008

Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
SWD					
2009 - 2010	32	31%	56%	6%	6%
2008 - 2009	32	6%	31%	63%	0
2007 - 2008	11	36%	55%	9%	0
Asian					
2009 - 2010	11	27%	0	36%	36%
2008 - 2009	19	0	5%	68%	26%
2007 - 2008	15	0	0	40%	60%
Black					
2009 - 2010	33	12%	64%	15%	9%
2008 - 2009	40	5%	23%	68%	5%*
2007 - 2008	27	0	7%	85%	7%
Hispanic					

2009 - 2010	44	20%	45%	25%	9%
2008 - 2009	53	0	8%	85%	8%*
2007 - 2008	49	2%	20%	69%	8%
White					
2009 - 2010	20	10%	20%	55%	15%
2008 - 2009	17	0	12%	59%	29%
2007 - 2008	22	5%	14%	64%	18%
LEP					
2009 - 2010	34	26%	24%	35%	15%
2008 - 2009	40	0	8%	70%	23%
2007 - 2008	27	4%	19%	59%	19%

There is a significant increase in Level I for all subgroups in the 3rd grade. The subgroup SWD has the highest percentage of students not meeting math state standards at 88%. The subgroup Black is a concern with 76% of students not meeting the math state standards at grade 3.

4th Grade ELA Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008
Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
SWD					
2009 - 2010	34	50%	41%	9%	0
2008 - 2009	15	13%	87%	0	0
2007 - 2008	10	40%	40%	20%	0
Asian					
2009 - 2010	18	6%	39%	56%	0
2008 - 2009	16	0	13%	88%	0
2007 - 2008	10	10%	30%	60%	0
Black					
2009 - 2010	33	33%	52%	15%	0
2008 - 2009	27	0	37%	63%	0
2007 - 2008	29	10%	45%	45%	0
Hispanic					
2009 - 2010	63	33%	44%	22%	0
2008 - 2009	46	11%	33%	48%	9%
2007 - 2008	64	6%	39%	53%	2%
White					
2009 - 2010	13	15%	46%	38%	0
2008 - 2009	20	0	35%	60%	5%
2007 - 2008	10	10%	30%	60%	0
LEP					
2009 - 2010	35	29%	43%	29%	0
2008 - 2009	24	13%	38%	46%	4%
2007 - 2008	30	7%	47%	47%	0

There are no Level 4s in ELA in grade 4. The subgroup SWD continues to draw attention with only 9% of students meeting state standards in ELA.

4th Grade Math Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008
Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
SWD					
2009 - 2010	34	35%	56%	9%	0
2008 - 2009	14	21%	29%	50%	0
2007 - 2008	10	40%	40%	20%	0
Asian					
2009 - 2010	18	0	33%	33%	33%
2008 - 2009	17	0	0	59%	41%
2007 - 2008	10	10%	10%	30%	50%
Black					
2009 - 2010	34	24%	50%	21%	6%
2008 - 2009	28	0	25%	68%	7%
2007 - 2008	28	14%	18%	61%	7%
Hispanic					
2009 - 2010	64	13%	63%	20%	5%
2008 - 2009	42	10%	14%	64%	12%
2007 - 2008	65	8%	22%	65%	6%
White					
2009 - 2010	13	23%	23%	46%	8%
2008 - 2009	21	5%	14%	57%	24%
2007 - 2008	11	9%	9%	82%	0
LEP					
2009 - 2010	36	11%	39%	39%	11%
2008 - 2009	24	8%	17%	67%	8%
2007 - 2008	30	7%	17%	67%	10%

The subgroup SWD continues to draw attention with only 9% of students meeting state standards in Math followed by the subgroup Hispanic at 25% in grade 4.

5TH Grade ELA Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008
Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
SWD					
2009 - 2010	18	50%	44%	6%	0
2008 - 2009	24	13%	63%	25%	0
2007 - 2008	6	33%	67%	0	0
Asian					
2009 - 2010	17	0	18%	59%	24%
2008 - 2009	13	0	15%	85%	0
2007 - 2008	17	0	29%	71%	0
Black					
2009 - 2010	27	15%	70%	15%	0
2008 - 2009	34	0	35%	65%	0

2007 - 2008	46	2%	37%	61%	0
Hispanic					
2009 - 2010	45	18%	51%	27%	4%
2008 - 2009	63	2%	33%	60%	5%
2007 - 2008	58	3%	41%	55%	0
White					
2009 - 2010	24	21%	42%	21%	17%
2008 - 2009	12	17%	17%	67%	0
2007 - 2008	21	10%	38%	43%	10%
LEP					
2009 - 2010	20	15%	50%	25%	10%
2008 - 2009	20	0	35%	60%	5%
2007 - 2008	27	0	52%	48%	0

The data for 5th grade indicates that the subgroup SWD has the lowest percentage at 6% of students meeting the ELA standards followed by the subgroup Black at 15%.

5th Grade Math Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008

Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
SWD					
2009 - 2010	18	17%	61%	22%	0
2008 - 2009	25	12%	36%	48%	4%
2007 - 2008	18	11%	33%	56%	0
Asian					
2009 - 2010	18	0	0	72%	28%
2008 - 2009	13	0	0	38%	62%
2007 - 2008	18	0	17%	56%	28%
Black					
2009 - 2010	28	0	64%	25%	11%
2008 - 2009	34	3%	15%	71%	12%
2007 - 2008	46	4%	22%	72%	3%
Hispanic					
2009 - 2010	44	5%	45%	41%	9%
2008 - 2009	65	2%	12%	75%	11%
2007 - 2008	58	3%	21%	72%	2%
White					
2009 - 2010	25	8%	20%	60%	12%
2008 - 2009	13	8%	8%	54%	31%
2007 - 2008	23	95	10%	69%	17%
LEP					
2009 - 2010	23	3%	37%	47%	13%
2008 - 2009	21	0	5%	76%	19%
2007 - 2008	29	3%	10%	69%	17%

The data for 5th grade indicates that the subgroup SWD has the lowest percentage at 22% of students not meeting the Math standards followed by the subgroup Black at 36%.

6th Grade ELA Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008
Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
SWD					
2009 - 2010	28	46%	50%	4%	0
2008 - 2009	50	0	68%	32%	0
2007 - 2008	12	0	83%	17%	0
Asian					
2009 - 2010	13	8%	38%	54%	0
2008 - 2009	18	0	22%	67%	11%
2007 - 2008	20	0	30%	70%	0
Black					
2009 - 2010	47	19%	53%	26%	1%
2008 - 2009	54	0	26%	74%	0
2007 - 2008	52	0	62%	38%	0
Hispanic					
2009 - 2010	67	19%	63%	18%	0
2008 - 2009	84	0	35%	64%	1%
2007 - 2008	66	2%	62%	38%	0
White					
2009 - 2010	19	5%	74%	21%	0
2008 - 2009	26	0	22%	76%	2%
2007 - 2008	24	0	42%	58%	0
LEP					
2009 - 2010	19	32%	63%	5%	0
2008 - 2009	30	0	57%	40%	3%
2007 - 2008	29	3%	62%	34%	0

The data for 6th grade indicates that the subgroup SWD has the lowest percentage at 4% of students meeting the ELA standards followed by the subgroup LEP at 5%.

6th Grade Math Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008
Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
SWD					
2009 - 2010	28	25%	68%	7%	0
2008 - 2009	51	12%	39%	47%	2%
2007 - 2008	18	6%	39%	56%	0
Asian					
2009 - 2010	13	8%	0	46%	46%
2008 - 2009	19	0	5%	58%	37%
2007 - 2008	20	0	10%	45%	45%
Black					
2009 - 2010	47	6%	57%	32%	4%
2008 - 2009	53	2%	21%	75%	2%
2007 - 2008	50	4%	26%	62%	8%

Hispanic					
2009 - 2010	68	6%	57%	32%	4%
2008 - 2009	84	7%	11%	63%	19%
2007 - 2008	66	2%	32%	55%	11%
White					
2009 - 2010	19	5%	37%	42%	16%
2008 - 2009	7	7%	11%	63%	19%
2007 - 2008	24	0	13%	71%	17%
LEP					
2009 - 2010	20	5%	55%	25%	15%
2008 - 2009	35	11%	20%	60%	9%
2007 - 2008	29	3%	28%	62%	7%

The data for 6th grade indicates that the subgroup SWD has the lowest percentage at 7% of students meeting the Math standards followed by the subgroup Black at 36%.

7th Grade ELA Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008
Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
SWD					
2009 - 2010	48	44%	52%	4%	0
2008 - 2009	39	0	64%	36%	0
2007 - 2008	9	0	78%	22%	0
Asian					
2009 - 2010	18	11%	33%	39%	17%
2008 - 2009	18	0	28%	67%	6%
2007 - 2008	18	0	44%	56%	0
Black					
2009 - 2010	51	16%	69%	16%	0
2008 - 2009	50	0	34%	66%	0
2007 - 2008	44	0	48%	52%	0
Hispanic					
2009 - 2010	71	21%	65%	14%	0
2008 - 2009	72	0	38%	63%	0
2007 - 2008	69	0	43%	57%	0
White					
2009 - 2010	24	13%	54%	25%	8%
2008 - 2009	23	0	17%	78%	4%
2007 - 2008	29	0	24%	76%	0
LEP					
2009 - 2010	26	46%	50%	0	4%
2008 - 2009	22	0	45%	55%	0
2007 - 2008	22	0	41%	59%	0

The data for 7th grade indicates that the subgroups SWD and LEP have the lowest percentage at 4% of students meeting the Math standards and 17% of the subgroup Asian achieved level 4.

7th Grade Math Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008
Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
SWD					
2009 - 2010	48	35%	35%	23%	6%
2008 - 2009	39	0	24%	74%	3%
2007 - 2008	9	0	78%	22%	0
Asian					
2009 - 2010	18	6%	11%	39%	44%
2008 - 2009	19	0	5%	37%	58%
2007 - 2008	18	0	17%	78%	6%
Black					
2009 - 2010	50	12%	42%	42%	4%
2008 - 2009	51	2%	20%	69%	10%
2007 - 2008	45	2%	29%	64%	4%
Hispanic					
2009 - 2010	73	18%	40%	29%	14%
2008 - 2009	71	0	15%	69%	15%
2007 - 2008	69	10%	19%	70%	1%
White					
2009 - 2010	25	8%	24%	32%	36%
2008 - 2009	27	0	11%	63%	26%
2007 - 2008	29	0	10%	69%	21%
LEP					
2009 - 2010	27	30%	26%	33%	11%
2008 - 2009	27	0	22%	59%	19%
2007 - 2008	23	0	22%	74%	4%

The data for 7th grade indicates that the subgroup SWD has the lowest percentage at 29% of students meeting the Math standards followed by the subgroup Black at 36%. The subgroup Asian continues to exceed all subgroups 83% students meeting the standards.

8th Grade ELA Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008
Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
SWD					
2009 - 2010	32	22%	75%	3%	0
2008 - 2009	20	10%	80%	10%	0
2007 - 2008	19	53%	37%	11%	0
Asian					
2009 - 2010	20	15%	30%	50%	5%
2008 - 2009	16	6%	50%	44%	0
2007 - 2008	12	0	17%	75%	8%

Black					
2009 - 2010	50	14%	62%	24%	0
2008 - 2009	46	0	39%	59%	2%
2007 - 2008	43	16%	51%	33%	0
Hispanic					
2009 - 2010	63	8%	65%	25%	2%
2008 - 2009	68	1%	37%	62%	0
2007 - 2008	91	9%	59%	32%	0
White					
2009 - 2010	23	13%	61%	26%	0
2008 - 2009	29	0	41%	59%	0
2007 - 2008	34	0	53%	44%	3%
LEP					
2009 - 2010	19	32%	63%	5%	0
2008 - 2009	12	0	92%	8%	0
2007 - 2008	16	6%	81%	13%	0

The data for 8th grade indicates that the subgroup SWD has the lowest percentage at 3% of students meeting the Math standards followed by the subgroup LEP at 5%.

8th Grade Math Performance Levels Comparison for 2009 – 2010, 2008-2009 and 2007-2008

Data Source: NYSTART

Grade	# Tested	Level 1 Percentage	Level 2 Percentage	Level 3 Percentage	Level 4 Percentage
SWD					
2009 - 2010	32	28%	63%	9%	0
2008 - 2009	21	19%	48%	33%	0
2007 - 2008	20	50%	25%	25%	0
Asian					
2009 - 2010	21	0	29%	33%	38%
2008 - 2009	16	0	19%	69%	13%
2007 - 2008	12	0	0	67%	33%
Black					
2009 - 2010	50	24%	52%	22%	2%
2008 - 2009	46	4%	33%	59%	2%
2007 - 2008	45	27%	33%	38%	2%
Hispanic					
2009 - 2010	66	12%	73%	15%	0
2008 - 2009	70	4%	33%	61%	1%
2007 - 2008	92	15%	35%	45%	5%
White					
2009 - 2010	23	13%	52%	30%	4%
2008 - 2009	30	3%	7%	77%	13%
2007 - 2008	36	0	22%	61%	17%
LEP					
2009 - 2010	22	5%	77%	14%	5%
2008 - 2009	15	7%	20%	60%	13%

2007 - 2008	19	11%	16%	68%	5%
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The data for 8th grade indicates that the subgroup SWD has the lowest percentage at 9% of students meeting the Math. The subgroup of Asian has 38% of students at level 4 and 71% of students meeting state standards. There are no level 4s in the subgroups SWD and Hispanic.

Three-Year Performance Trends

Data Source: Accountability Status Report from 2007-000, 2008-2009 and 2009-2010

ELA Performance Trends: For 2009-2010, although AYP (Annual Yearly Progress) in ELA was met school wide, four subgroups did not make AYP. Blacks, Hispanics, Students with Disabilities (SWD), and Limited English Proficient Students (LEP) did not meet the ELA performance objectives. Asian at 61% meeting the standards exceeded the second highest subgroups of whites at 31%. Statistically, there are large achievement gaps in all subgroups that need to be addressed at the Williamsbridge School. PS 89 is currently Restructuring Year One. For 2008-2009, most subgroups made AYP by meeting the effective annual measure objective (AMO) and the subgroup SWD subgroup made AYP through safe harbor target. In 2007-2008, the only subgroup who did not meet AYP was SWD.

Three year performance trends data indicates that the rescaling of the state test had a staggering effect on students meeting state standards in ELA and Math. After meeting AYP in ELA and math for SY 2008 -2009, four subgroups were not able to meet AYP in ELA for SY 2009 -2010 and overall student performance declined in ELA from 63.1% meeting state standards in 2008-2009 to 28% in 2009-2010.

The subgroup SWD continues to be our focus for this year. For the three consecutive years, the SWD subgroup has scored significantly lower than other subgroups on the NYS ELA test. Major modifications in instructional staff and instruction have been made to address the specific needs of SWD this year. School wide curriculum planning continues to be implemented in all content areas to support SWD. In addition, weekly professional development for all service providers and teachers of SWD will be conducted by the AP of Special Education, and the Special Education School Information Specialist (S.E.S.I.S.) from the Division of Students with disabilities and (LEP) English Language Learners.

Math Performance Trends: For 2009-2010 all students and subgroups made AYP. Similarly, for school years (SY) 2008-2009, and SY 2007-2008 all students made the AYP. In mathematics all students met AYP for the last three years, but students meeting state standards declined from 80.1 % in 2008-2009 to 43.8% in 2009-2010. A closer look at the math curriculum program indicates that teacher center instruction does not allow adequate time for students to master specific skills. For 2009-2010, staff development will facilitate staff in developing student centered classrooms. Although the data delineates that PS 89 has maintained significant progress for all students in math, it is not true in students meeting state standards.

Science Performance Trends: For SY 2009-2010 all groups continued to meet the AYP. For SY 2008-2009, all subgroup made AYP in science. Specifically, SWD met the AMO of 100 by a performance index of 100. In SY 2007-2008, SWD was the only subgroup that did not met AYP. Although the three- year trends indicate movement in science proficiency, the science program at PS 89 needs to address the specific concerns of the SWD subgroup. The school will continue to embed literacy strategies into all content areas and develop interdisciplinary projects for students to make connections throughout all content areas. Additionally, grade-planning meetings, curriculum mapping and analysis of student work will take place in the science content area. Project-based instruction will be infused throughout the content area to promote differentiated product assessment.

In the analysis of subgroups, the lack of student achievement on the New York State ELA and math tests for SWD was alarming. Specifically, three year trends indicate that SWD will not make AYP in ELA unless there is

an overhaul of the SWD program at PS 89. Although this concern was addressed by targeting SWD for the school's inquiry group in 2009-2010, PS 89 is seeking new remedies for 2010-2011. Subsequently, all SWD will be targeted for academic improvement in 2010-2011. Funding for afterschool and Saturday programs have been set aside for targeted precise instruction for SWD. Major modifications in the special education program such as placing highly qualified licensed instructional staff to teach SWD and promoting best instructional strategies have been made to address the specific needs of SWD this year. Greater access to school wide activities is promoted throughout the after school enrichment programs. School wide curriculum mapping, common planning periods, additional staff development, and data workshops are all initiatives taken this year to improve student academic progress. Another concern is the subgroup LEP; it too had lower than average scores in several grades among subgroup. The English Language Learner program will be evaluated and curriculum will be aligned to meet state standards.

Moreover, previous Quality Review concerns have been addressed with differentiated professional staff development, inter-visitation of grade and vertical teams, and increased access to technology for students and staff.

Implications of data analysis suggest that there has to be significant gains made in 2010-2011 on all state exams and an improvement in school environment in order to improve the current grade of C on the city's Progress Report. Additionally, a review of the subgroup data suggest that remedies need to be implemented in order to close the achievement gaps that currently exist at PS 89 among the identified subgroups.

An overall analysis of student performance data reveals the relative strengths and weaknesses of our school, as well as the unique challenges faced in a Pre-K-8 setting. Identified barriers to the school's improvement include overcrowding, an above city average of ELLs, an above city average of SWD, and space limitations. By identifying three year trends, we have aligned our goals to help us move forward despite these challenges. Moreover, our student attendance rate has varied slightly from year to year. In part, this can be attributed to an increasing number of students living in homeless shelters and unstable homes. Overcrowding, particularly in the middle school, continues to be an achievement barrier. This overcrowding is a result of new student enrollment from neighboring Pre-K-8 schools, as well as transfers from traditional middle schools. Because of space limitations, we need to find creative ways to enhance and improve existing facilities. In addition, we must increase ways to take advantage of cultural and academic offerings beyond our school walls. Furthermore, we will continue to increase opportunities for our higher achieving students through Advanced Placement High School classes.

PS 89's greatest accomplishments resonate from the school's report card for 2008-2009 in which the school received an A in its annual report card from the NYCDOE and met AYP on the New York State ELA and math test for all subgroup in 2008-2009. These two accomplishments have driven PS 89 to continue its quest for academic excellence. Additionally, PS 89 is the recipient of a number of grants. One such grant is 21st Century afterschool enables us to offer our Grade 4, 5, 6, 7, 8 students programs in sports and arts. The grant also has an academic component for 3-8th grades in ELA and Mathematics. Several classes receive instruction from professionals in their respective fields as well as their own teachers. Literacy Support Services conducts classes that incorporate visual arts with environmental themes. Bronx Arts Ensemble continues to work with our more experienced violin, guitar and clarinet players. American Ballroom Theatre (Dancing Classrooms) is an integral part of the fifth grade Arts curriculum. Teachers receive professional development from Lincoln Center. Several students and their parents attend ABT Ballet at City Center. Finally our drama department is planning to perform an original interactive presentation, "The Wizard of Oz" (Broadway Junior), and "Guys and Dolls."

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goals	Description
1. By June 2011 95% of all staff will be engaged in inquiry and goal setting as measured by supervisory observations, agendas/minutes from weekly planning sessions and inquiry team meetings and participation in professional development activities.	Throughout the school year staff will: <ul style="list-style-type: none"> • Set personal and class goals while developing strategies to assist students as they set academic and personal goals. • Engage in the inquiry process to build capacity to deliver high quality instruction to improve student achievement.
2. By June 2011, there will be a 3% increase in the number of Black, Hispanic, ELL and SWD students making AYP as measured by a pre-post comparison of percentile scores on spring 2010 and 2011 NYS Assessment in English Language Arts.	Students in four underachieving subgroups in ELA will be targeted to participate in the following academic intervention activities: <ol style="list-style-type: none"> 1. Early morning 37.5 Minutes tutoring to develop reading and writing skills. 2. SES Programs: Bell and IEP 3. ELL Afterschool Program 4. Saturday Academy – Test Prep Teachers will engage in professional development provided by: <ul style="list-style-type: none"> • Literacy Support Systems • Heart of Change • SESIS Teachers will develop strategies to teach reading/writing skills based on individual student needs.

<p>3. By June 2011, the school will achieve a 5 % increase in the percent of students meeting NYS Standards in mathematics as measured by a pre-post comparison of scale scores on the spring 2010 and 2011 NYS Assessments in Mathematics.</p>	<p>Data from the 2009-2010 school year indicates that the school has maintained AYP in the area of mathematics for all sub-groups. However, school-wide, only 43.2% of all students are meeting state standards in mathematics.</p> <p>Several school-wide initiatives will be implemented to improve student achievement in mathematics:</p> <ol style="list-style-type: none"> 1. Math teachers will engage in common planning. 2. Grade teams will design, administer, and review results of common assessments. Results of common assessments will be used to inform instruction.
<p>4. By June 2011 there will be a 5% increase in the number of students achieving Levels 3 and 4 on the NYS Science Assessment in Grade 8 as measured by a pre- post comparison of 2010 and 2011 statistics.</p>	<p>Literacy and non-fiction writing will be integrated into the science curriculum across all grade levels to improve students' ability to interpret science text. The new "state of the art" science lab will provide students with opportunities for hand-on explorations in science.</p>
<p>5. By June 2011 the school environment survey will show an increase of 10% as measured by a pre-post comparison of survey results on the School Progress Report in 2010 and 2011.</p>	<p>The school received an "F" in the area of "School Environment" on the 2010 Progress Report. Students did not feel that their teachers had high academic expectations for them. Teachers, parents and students felt that communication was poor across the board. Teachers and students did not feel safe while in the school building. Our goal is to improve in all areas, including academic expectations, communication, engagement, safety and respect and school-wide attendance.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Goal Setting & Inquiry

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. By June 2011 95% of all staff will be engaged in inquiry and goal setting as measured by supervisory observations, agendas/minutes from weekly planning sessions and inquiry team meetings and participation in professional development activities.</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"> • In September 2010 faculty members will develop a professional action plan for the school year. The plan, including long and short term goals for teachers and their classes, will be shared and further developed with immediate supervisors. Periodically, teachers will engage in self assessment and meet with their supervisors to discuss progress towards meeting both long and short term goals. • Common planning time will be strategically embedded within teacher’s programs. Grade teams will meet weekly to : <ol style="list-style-type: none"> 1. Collaborate in assessing data and planning learning strategies. 2. Utilize data from ATS, ARIS, Acuity and nySTART to gather information regarding the strengths and challenges of individual students and groups. 3. Share goals, instructional practices and develop curriculum maps and pacing calendars 4. Develop formative common assessments (K – 8) for general education students, English Language Learners, and Special Education students. 5. Share data from formative assessments to develop individual student profiles, which will inform strategies for instruction. 6. Analyze samples of student work to determine student needs. 7. Develop data walls displaying student progress throughout the year.

	<ul style="list-style-type: none"> Teachers on all grade levels will meet with students individually and in small groups to discuss goals, plan for meeting goals and student’s progress throughout the year. During the first months of school teachers will assess and discuss results from spring 2010 NYS Assessments, fall 2010 ECLAS, and ELL testing. Students, teachers and parents will develop goals for the year and a plan for meeting each goal. Throughout the year, students in grades 3-8 will meet regularly with teachers to discuss the results of formative assessments and adjust learning goals. Students in K – 2 will conference with teachers to develop class goals, small group goals and personal goals. Students will be able to articulate at least one personal goal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy Title 1 – Professional Development</p> <ul style="list-style-type: none"> Heart of Change
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress indicators will include:</p> <ol style="list-style-type: none"> Weekly attendance sheets, agendas and minutes from all common work and planning sessions. Teacher Assessment Notebooks (TANS) will be used to show evidence of student progress throughout the year. Supervisory observations, lesson plans and periodic assessments Students will be able to articulate personal goals

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2. By June 2011, there will be a 3% increase in the number of Black, Hispanic, ELL and SWD students making AYP as measured by a pre-post comparison of percentile scores on spring 2010 and 2011 NYS Assessment in English Language Arts.</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>	<ol style="list-style-type: none"> 1. Common Planning and Assessment: All teachers will have weekly grade level planning sessions built into their programs for planning and analyzing students’ progress. Teachers will share teaching strategies, develop lessons, share best practices and analyze data from Acuity Periodic Assessments and bi-weekly teacher developed formative assessments. 2. Best Practices: Teachers will support each other through regularly scheduled inter-visitations and walkthroughs. Best practices will be shared and implemented. 3. Academic Intervention Services: Teachers will analyze data obtained from summative and formative assessments to determine students in need of AIS or enrichment activities. The 37.5 Minute Literacy/Math Program will target students scoring Level 1 or 2 on NYS Assessments as well as students who are identified by teachers. In addition, students will have an opportunity to participate in extended day activities, including the SES program, Saturday Academy and the High School Test Prep Afterschool Program. All programs will be open to general education students, students with disabilities and English Language Learners. 4. Professional Development: Teachers will participate in professional development activities facilitated by Literacy Support Systems (Grades K-5) and Heart of Change (Grades 6-8). Consultants will work with teachers individually and in clusters as they develop strategies and lessons based on students’ needs and progress. The school-wide focus will be on non-fiction writing across all content areas. America’s Choice will

	<p>provide PD for all ELA teachers, while Reading Reform Foundation will train K-3 staff in the Spalding Method. Literacy Support Systems will provide Cluster teachers with strategies for teaching non-fiction writing in all content areas. Consultants from CEI-PEA will facilitate workshops for special education teachers in several areas, including integrating non-fiction writing into the curriculum, writing IEPs, and data analysis.</p> <p>5. Curriculum Strategies: The following strategies will be built into the ELA Curriculum</p> <ul style="list-style-type: none"> • Curriculum maps will be developed collaboratively on each grade level • The 90 – 120 minute daily literacy blocks will include the use of active word walls, read- alouds, independent reading, and writing. • Leveled books will be available for guided reading, independent reading and a tool for differentiating instruction. • Independent reading will be integrated in all subject areas on a daily basis.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Title 1 – Professional Development: Heart of Change, Literacy Support Systems, Reading Reform Foundation, America’s Choice • Tax Levy – NYSTL - texts materials • Title 1, Title III – Extended-day activities
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review:</p> <ul style="list-style-type: none"> • Sept. /Oct. Lab – R K – 8 ECLAS2 Grades 1-3 DRA/Orbit Wrap Assessment Grades 4 – 8 • Sept. –June Formative Assessments • Nov. ITA #1 ELA Grades 3 - 8 • Jan. ECLAS 2 Grade K E-PAL – Grades 2, 3 ELA Predictive Assessment – Grades 3 - 8 • Mar. ELA ITA 2 Grades 3 – 8 NYS ELA Simulation Grades 3 - 8 • Apr. NYS ELA Grades 3 - 8 • Apr/May ECLAS 2 Grades 1 – 3 NYSESLAT Grades K - 8

	<ul style="list-style-type: none"> • May/Jun. NYS Science Performance and Written Test Grades 4, 8 DRA/ Orbit Wrap Assessment Grades 4 - 8 • Jun <p>Instruments of Measure</p> <ul style="list-style-type: none"> • NYS ELA Assessment • Acuity Assessments • Teacher created formation assessments, including unit tests and common assessments • Student Portfolios • Qualitative Assessments, including observation, checklists, and conferencing. • Weekly attendance rosters, agendas and minutes from all common work and planning sessions will serve as evidence of teacher participation • Supervisory observations and review of lesson plans will indicate teacher ability to deliver high quality, rigorous instruction in ELA. <p>Projected Gains</p> <ul style="list-style-type: none"> • Student achievement on the NYS ELA tests in grades 3 -8 will demonstrate a 10% increase in the number of students achieving one year of progress as compared to 2010. • Results from common assessments will measure a 5% increase per quarter.
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3. By June 2011, the school will achieve a 5 % increase in the percent of students meeting NYS Standards in mathematics as measured by a pre-post comparison of percentile scores on the spring 2010 and 2011 NYS Assessments 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>	<ol style="list-style-type: none"> 1. Common Planning and Assessment: All teachers will have weekly grade level planning sessions built into their programs for planning and analyzing students’ progress. Teachers will share teaching strategies, develop lessons, share best practices and analyze data from Acuity Periodic Assessments and bi-weekly teacher developed formative assessments. 2. Best Practices: Enrichment/Cluster teachers will align instruction based on student needs and determined through articulation with classroom teachers. Teachers will support each other through regularly scheduled inter-visitations and walkthroughs. Best practices will be shared and implemented. 3. Academic Intervention Services: AIS will be provided by teachers for students who scored Levels 1 & 2 on the 2010 spring 2010 exam as well as for students not meeting periodic benchmarks. <ol style="list-style-type: none"> a. Teachers will analyze data obtained from summative and formative assessments to determine students in need of AIS or enrichment activities. The 37.5 Minute Literacy/Math Program will target students scoring Level 1 or 2 on NYS Assessments as well as students who are identified by teachers. b. Students will have an opportunity to participate in extended day activities, including the SES program, Saturday Academy and the High School Test Prep Afterschool Program. All programs will be open to general education students, students with disabilities and English Language Learners.

4. **Professional Development:** The school-wide focus will be on non-fiction writing across all content areas, including mathematics. Cluster teachers will participate in professional development activities facilitated by Literacy Support Systems (Grades K-8). Hearts of Change and math consultants from CEI-PEA will facilitate workshops and model strategies on analyzing data, and differentiating instruction in the mathematics classroom.
5. **Curriculum Strategies:** The following strategies will be built into the math curriculum and target students in general education, English Language Learners and students with disabilities. :
 - Curriculum maps will be developed collaboratively on each grade level
 - Lower Grade Strategies
 1. A multisensory approach will be incorporated into the curriculum to address the various developmental stages and learning styles of early childhood learners
 2. The Pre-K – 2 curriculums will include a thematically based mathematics component.
 3. Pre-K – 1 will use calendars to reinforce concepts such as *before* and *after*; *more* and *less*; measurement, sequencing and number concepts.
 4. K – 2 classrooms will integrate mathematical concepts into learning centers focusing on skip-counting, recognizing/representing patterns and sequences.
 - Middle and Upper Grade Strategies
 1. Through the use of math journals, writing will be integrated across grade levels.
 2. Technology will be integrated through the use of computers (in the newly created Computer Lab), Smart Boards, graphing/scientific calculators, and mimos.
 3. Impact Math software will be used to reinforce skills and provide interactive opportunities for on level and struggling students.
 4. Everyday Math and SRA will be adapted to address the needs of students with disabilities and English Language Learners.
 5. The Integrated Algebra program will be expanded to address the needs of grade 8 students on Levels 3 and 4.
 6. Simulated practice tests will be administered periodically under

	<p>test-like conditions.</p> <p>7. The Peer Tutoring Network will support students needing assistance.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 – Professional Development Consultants Extended-day Programs Title III - Extended-day Programs, Saturday Academy Tax Levy/NYSTL – Texts, Materials</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review</p> <p>Sept. – June – Everyday Math/ Impact math Unit and Chapter Assessments November - Math ITA 1 Grades 3 – 8 January - Math Predictive Assessments Grades 3 – 8 March - ITA 2 Grades 3 – 8 April - NYS Math Assessment Grades 3 – 8 May - NYS Math Assessment Grades 3 – 8 June - NYS Algebra Regents Grade 8</p> <p>Instruments of Measure Acuity Assessment Formative Assessments, including unit and chapter tests Student portfolios; including math tasks and non-fiction writing pieces Qualitative Assessments; including observations, conferencing notes and checklists NYS Mathematics Assessments Grades 3 – 8 NYS Integrated Algebra Regents</p> <p>Projected Gains</p> <ul style="list-style-type: none"> • Student achievement on the NYS Mathematics Assessments in grades 3 -8 will demonstrate a 5% increase in the number of students achieving one year of progress as compared to 2010. • Results from common assessments will measure a 5% increase per quarter

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4. By June 2011 there will be a 5% increase in the number of students achieving Levels 3 and 4 on the NYS Science Assessment in Grade 8 as measured by a pre- post comparison of 2010 and 2011 statistics.</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"> • The newly created science lab will provide students in grades 4 – 8 with opportunities for “hands-on” explorations in science. The laboratory will: <ol style="list-style-type: none"> 1. Provide “state of the art” equipment to support explorations in the lab 2. Provide opportunities for the “scientific method” to become alive. 3. Expand the science program to allow students to participate in ongoing laboratory experiments. • The newly renovated school library will support science instruction by offering students opportunities to conduct research on science related themes, utilize technology and connect with fiction and non-fiction books in the area of science. • Students on all grade levels will participate in two science fairs, scheduled for January 2011 and June 2011. • Teachers will provide opportunities for students to develop skills in writing non-fiction through essays, and journal pieces based on research and discovery. • Teachers will attend in-house workshops, facilitated by CEI- PEA, on “project-based learning”. • Project-based learning will be integrated into the science curriculum in grades 3 -8. • The Extended-day program will feature a <i>Science Club</i>, providing students with hands-on opportunities.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 – Extended-day – Science Club NYSTL – Texts, Materials</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review/Instruments of Measure</p> <ul style="list-style-type: none"> • Formative Assessments, including Unit and Chapter Tests • Teacher Observation of Student Proficiency in Science Lab • Monthly Review of Student Science Journals • Increased participation in the Advanced Regents program • NYS Science Written/Performance Assessments – Grade 8 <p>Projected Gains</p> <ul style="list-style-type: none"> • There will be a 5% increase in the number of students achieving Levels 3 and 4 on the NYS Science Assessment in grade 4 and 8. • Students will become more proficient with hands-on explorations as measured by the NYS Science Performance Assessment and teacher observation. • Science journals and lab notebooks will demonstrate a greater understanding of the scientific method.

SECTION VI: ACTION PLAN

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 – Professional Development Tax Levy, NYSTL – Texts, Materials Title III – Saturday Academy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Intervals of Periodic Review/Instruments of Measure</p> <ul style="list-style-type: none"> • Formative Assessments; Unit and Chapter Assessments, Common Assessments • Research Reports • Exit Projects – Grades K – 8 - June 2010 • Teacher Observation <p>Projected Gains</p> <ul style="list-style-type: none"> • There will be a 5% increase in the number of students achieving Levels 3 and 4, thus meeting the NYS Standards in social studies • There will be a 5% increase in the number of students producing high quality Social Studies Exit Projects.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **School Environment**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5. By June 2011 the school environment survey will show an increase of 10% as measured by a pre-post comparison of survey results on the School Progress Report in 2010 and 2011.</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>Our goal is to improve in all areas, including academic expectations, communication, engagement, safety and respect and school-wide attendance.</p> <p>Academic Expectations – Students in grades 6 – 8 will collaborate with their teachers to develop learning goals, a plan to meet those goals and be able to articulate their goals and progress. Students in grades 3 -5 will collaborate with teachers and be able to articulate their personal goals for the year and progress towards meeting those goals. Students in grades K – 2 will be introduced to the concept of goal setting through individual conferencing with teachers and be able to articulate at least one personal goal for the year.</p> <p>Communication - School goals will be communicated to students and their families during PTA meetings, curriculum nights, parent-teacher conferences, and through the monthly newsletter. Parents and teachers will discuss goals for students during conferences and periodically review and develop new goals as students’ progress.</p> <p>Staff will receive information via a weekly newsletter which will be emailed to all staff members on Sunday.</p> <p>The “Panther Post”, written and edited by students, will provide all members of the school community with vital information and serve as a vehicle to showcase creative writing.</p> <p>Engagement- The formation of a Student Council will allow students to have a voice in school</p>

governance. During the year the Council will facilitate two school-wide service projects within the school and two for the “world-wide” community. These activities will provide students with an opportunity to learn how they can make a difference in our community through mentoring, improving school/community environment and dealing with real-life community issues.

Safety and Respect – School Aides and School Safety personnel will be re-deployed to ensure a safe environment for all. Aides will monitor halls and bathrooms, while School Safety Officers will be assigned to potential “hotspots” in the building.

Attendance – The following measures will be taken to improve school-wide attendance:

1. Homeroom teachers take attendance. Attendance sheets are sent to the office at the start of period one.
2. School Safety Officers and school aides monitor the “late desk” located in the first floor lobby until the end of period one. Students who are late after period one are directed to the main office by School Safety Officers to have their attendance adjusted.
3. The late list is brought to the pupil personnel secretary so attendance can be adjusted for late students.
4. By 9:30 a.m. the Family Assistant will place telephone calls to the homes of all students who are late or absent.
5. Each night, *School Messenger*, an automatic messaging system, will contact the homes of all absent and late students. School Messenger communicates in multiple languages to meet the need of all of our families.
6. The attendance teacher in conjunction with the *P.S. 89 Attendance Team* will meet weekly to monitor the attendance of students absent four consecutive days. Home visits will be made to set goals for approving attendance.
7. “No shows” will be cleared in a timely fashion from school registers to minimize the negative impact on attendance data.
8. Incentives will be provided for students improving attendance and lateness each month; including, congratulatory phone calls, gift cards, movie tickets, an special trips (i.e. Medieval Times)
9. Good attendance will be acknowledged quarterly. Students and their parents will be recognized during PTA meetings.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review/instruments of Measure</p> <ul style="list-style-type: none"> • In-house surveys will be conducted twice a year

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – 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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	54	54	N/A	N/A	8	4	4	6
1	65	60	N/A	N/A	12	5	2	6
2	65	60	N/A	N/A	9	6	4	8
3	70	65	N/A	N/A	10	6	3	8
4	73	64	22		9	7	3	8
5	96	87	20		11	5	4	8
6	75	47	20		9	4	6	6
7	110	81	25		10	5	7	8
8	128	80	25		14	6	5	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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>The 37.5 Minute Literacy/Math Program features small group tutoring (General Ed 1: 10 and SPED 1:5) for students who scored level 1 & 2 on NYSTP and teacher recommendation for grades K – 8. The following programs are used; Wilson Foundations, Spalding, Words Their Way (Grades 1-2). Quick Reads (Grades 3- 6) Step Up to Reading and Vocabulary (Grades 7-8) Students also participate in our after school SES programs; Bell (K – 5)and IEP (Grades 6-8)</p>
<p>Mathematics:</p>	<p>The 37.5 Minute Literacy/Math Program features small group tutoring (General Ed 1: 10 and SPED 1:5) for students who scored level 1 & 2 on NYSTP and teacher recommendation for grades K – 8. The following programs are used; Everyday Math, Math Games, math Steps, Versa tiles (Grades K- 5) grades 6-8 use Impact math Intervention strategies, Differentiated Instruction Handbook For Impact math, Math Handbook, Hot Words, Hot Topics, and Number Words (SPED). Students also participate in our after school SES programs; Bell (K – 5 and IEP (Grades 6-8)</p>
<p>Science:</p>	<p>Grades 3- 5 use Harcourt Science materials; including:</p> <ul style="list-style-type: none"> ➤ Skills and Strategies for English Language Learners ➤ Skills and Strategies for Reading Non-fiction text <p>Grades 6-8 use Glencoe Science materials, including the Interactive student textbook. The program focuses on:</p> <ul style="list-style-type: none"> ➤ Using charts and graphs ➤ Reading and writing across content areas ➤ Embedded assessment ➤ ELL strategies <p><i>Test Ready Plus</i> will be used to prepare students in grade 4 and 8 for the NYS Science Assessment.</p>
<p>Social Studies:</p>	<p>Students will focus on developing strategies for reading non-fiction texts. Students will focus on project-based learning activities during Saturday Academy.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students engage in one-on-one and small group counseling sessions. Services provided include participation in the following workshops: “good touch”, anger management, making friends, peer mediation, behavior management, self esteem, conflict resolution and development of social skills. One-on-one counseling will be provided for students in need of an attendance improvement plan.</p>

At-risk Services Provided by the School Psychologist:	Students will be engaged in various forms of therapy, including play therapy.
At-risk Services Provided by the Social Worker:	Short term one to one counseling and at risk services are provided for students as well as personalized to Bronx Lebanon Hospital.
At-risk Health-related Services:	<ul style="list-style-type: none"> ➤ Students receive education ad assistance with asthma and diabetes ➤ Vision and hear screenings are provided

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 I. Student and School Information.

Grade Level(s)

Grades 3 - 8

Number of Students to be Served:

LEP At least 75 students (SIFE and SE also included)

Non-LEP 10 Transitional students will also be included

Number of Teachers Six teachers

Other Staff (Specify) One school aide and one sight supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

Public School 89 will implement an after-school program which will combine academic intervention for our ELL students in both ELA and Math with the arts. Staffing for this program will consist of six certified Bilingual or ESL teachers along with a site supervisor and school aide. It will serve approximately 75 ELLs and SIFE students from grades 3 - 8. The program will run for 20 weeks, meeting twice a week (Mondays and Fridays) beginning on October 4th, 2010. The first hour, from 3:00 to 4:00p.m., will be devoted to instruction in the core curriculum areas. During the last hour the children will be involved in the arts. Our instructional model will be conducted in English and will consist of small group instruction, guided practice using ESL strategies and methodologies, as well as using technology to support instruction in mathematics, science, social studies and ELA. Our focus will be on teaching strategies that will help students become more successful in the area of non-fiction reading and writing. Differentiated instruction, using the four disciplines of language acquisition (listening, speaking, reading and writing), will be utilized to allow students to move toward attaining English language proficiency according to state standards. Parents will continue to be a part of the program. They will be invited to participate in art celebrations over the course of the program. Refreshments will be served during the parent meetings.

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.

Public School 89 will continue to provide ongoing professional development for teachers. All Bilingual teachers, ESL teachers, special education teachers, monolingual teachers and supervisors will have an opportunity to attend workshops such as Q-Tel, NYSABE, NYTESOL, Fordham University BETAC and ELL Literacy Institute. Staff development provided by our Literacy Consultants will also be available to keep staff informed of current policies, ESL instructional models and activities that will help improve teaching practices for our ELL population. Additional in house professional development will focus on the Language Allocation Policy, Principles and Practices and Book Talks to help develop language skills. We will also join in a school wide initiative to teach non-fiction reading and writing across content areas using methodologies such as scaffolding with an emphasis on Academic Rigor. This year special emphasis will be placed on using data to drive instruction across the grades.

Section III. Title III Budget

School: Public School 89x
BEDS Code: 321100010089

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	\$25,800	<input type="checkbox"/> This amount is budgeted for our ELL after-school program and includes expenditures for 6 certified bilingual and/or ESL teachers, 1 school aide and 1 supervisor/staff developer. The program will run for 25 weeks, beginning in October. Students will attend twice a week for two hour sessions. 6 teachers for 4 hours per week @ \$41.98 per hour for 25 weeks 1 school aide for 4 hours per week @ \$14.10 for 25 weeks 1 supervisor/staff developer for 4 hours per week @ \$43.94 for 25 weeks
Purchased services - High quality staff and curriculum development contracts	\$5,000	<input type="checkbox"/> Purchase of Staff Development for teachers and supervisors to attend educational workshops such as: NYSABE, Q-TEL, NYSTESOL and In-House staff development provided by our Literacy consultants.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$10,000	<input type="checkbox"/> The order of supplemental materials such as: picture dictionary for beginning students, Word By Word and On Our Way To English.
Educational Software (Object Code 199)	\$1,360	<input type="checkbox"/> The following software will be purchased to support the instructional needs of our ELL students: Math Songs - K-5 <ul style="list-style-type: none"> • Mac Millan language Arts, Leveled Practice K-6 • Critical Listening, Speaking and Thinking Audio 1-5 • Vocabulary Puzzlemaker 2-6 • Grammar Tunes K-6 • ELL Library Audio CDs K-3
Travel	0	No monies will be devoted for travel
Other	0	No monies will be devoted for "other".

TOTAL	42.240	
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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.

At Public School 89x, 20.59 % of the students are identified as ELLs using LAB-R and NYSESLAT assessments. Translation and interpretation needs were assessed through the Home Language Informational Survey that parents completed when registering their child in the school. Important information is regularly translated into the dominant language in our school which is Spanish. The Department of Education's Translation and Interpretation Services, NYC Over - the -Phone (718) 752-7373, and NYCDOE website provide services in other languages, as needed.

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.

Out of twenty-three languages spoken at Public School 89x our dominant languages are Spanish and Albanian. Oral translations are made available in Spanish and Albanian through our multi-lingual staff members, which include ESL coordinator, Data specialist, Bilingual and ESL teachers, Para professionals, parent coordinator, Assistant Principal and Principal to assist parents and guardians on a daily basis. The Department of Education's Translation and Interpretation Services provide service in other languages, if needed.

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.
- Out of twenty-three languages spoken at Public School 89x our dominant languages are Spanish and Albanian. Oral translations are made available in Spanish and Albanian through our multi-lingual staff members, which include ESL coordinator, Data specialist, Bilingual and ESL teachers, para professionals, parent coordinator, Assistant Principal and Principal to assist parents and guardians on a daily basis. The Department of Education's Translation and Interpretation Services provide service in other languages, if needed.

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.

At Public School 89, non-English speaking parents are provided oral communication through translation by our multi-lingual staff members. This provides non-English speaking parents and guardians increased communication opportunities in order to enhance students' academic success.

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>.

Attachment A of the Chancellor's Regulation A-633, "*Important Notices for Parents Regarding Language Assistance Services*" are posted in the school's main office in various languages for parents. It informs them that the school will assist them with translation services that can be provided by staff members and we will aid them in securing services provided by the Translation and Interpretation Unit. Every attempt is made to provide parents with translation and interpretation of school correspondence in their primary language.

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:	\$905,389	708,836	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,053		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$45,270	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$90,838	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
83%

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

We plan to offer professional development workshops to non-highly qualified teachers who need assistance in meeting state licensing requirements. Additionally, assist teachers to enroll in required courses for licensing. Publicize subsidized educational courses sponsored by the UFT to meet licensing requirements. Reassign teachers to appropriate license areas specifically Common Branch teachers to grades K-6

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

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

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

The Parent Involvement Policy will be reviewed by the PTA and SLT by June of each year. Distribution of policy occurs during the parent-teacher conference of each school year.

P.S. 89 will:

- involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of school-wide program plan, in an organized, ongoing, and timely way;
- Hold annual meetings 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;
- 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;
- 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 (LEP) and parents with disabilities. This will include providing information and school reports required under Section 111-State Plans 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 program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring.

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.

Parents are encouraged to meet with other parents at monthly Parent Teacher Association meetings. The Parent's Association members are also encouraged to incorporate new parents into their organizational structure. There is also a monthly meeting with the Principal at which monthly reports on fiscal standing, the state of the school community, etc. are discussed. Workshops are offered regarding student test prep, family math and reading initiatives. Parents are encouraged to take part in book sales, student carnivals, trips and activities.

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

School Responsibilities

P.S. 89 will:

- 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:

As a school, we use various forms of assessment data to determine instruction decisions that we make to support our struggling learners. We have a large population of students that have performed at high level 2 proficiency in Math and English Language Arts. The goal will be to identify individual student needs and develop targeted precise plans of instruction. We will continue to integrate the use of the performance and creative arts to provide children outlets to express themselves using different mediums. These opportunities will be sided with various supports oriented initiatives from our school based support team to meet the social and emotional needs of our children.

- 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:

In addition to annual Parent/teacher conferences, P.S. 89 staff will schedule parent meetings to discuss academic/social/and emotional needs of students as identified by the school. The dialogue will set goals, identify possible resources to support students and families. Collaboratively, all parties will develop an effective educational plan that benefits all involved. Parents are encouraged to visit the school and ask questions or find meaningful ways to support the school community with the various strengths and skills that they can provide. The Compact will serve as a foundation to strengthen our school parent partnership.

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

Progress reports every six weeks

P.S. 89 utilizes a variety of approaches to open a dialogue with parents/families and to keep them informed about school and student related information. Those methods include:

- Phone and mail outreach by the parent coordinator, teachers, guidance counselors and Parent Association.
- Parent Association meetings (Monthly)
- Family oriented workshops provided by the school and community based organizations affiliated with the school (Scheduled throughout the year)
- Email
- Parent Update notices and flyers (Monthly or depending on notice)
- During meetings, we provide language translators so that parents/families can communicate concerns.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Copies of teachers' schedules are provided to the administration and support service providers. Assistant Principals will work to coordinate meetings based on the parent's and teacher's availability. Many times these conferences can be held before school, after school or during school depending on the parent's and teacher's schedules.

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

At the start of the school year, we will host a parent orientation. At that point we will initiate a survey to parents to gain an understanding of what they would like to see happen in the school and have parents inform us of what they would be willing to provide.

Based on the feedback from the survey, the parent coordinator and the Parent Association will work with parents and the school to find meaningful ways to meet the needs of identified by the parents. This survey will be on going to continually assess parent's needs.

Parent Responsibilities

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

Supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school.
- monitoring child's attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time,
- providing an environment appropriate for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- volunteering in my child's classroom or other even;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;

- express high expectations and offer praise and encouragement for achievement;
- attend at least 3 Parent Association meetings over the course of the school year.

PART II ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:
 (Describe the ways in which students will support their academic achievement, such as:

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning- pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that you enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)
- treat others with respect and understanding

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

Parents are encouraged to build a partnership with their children's teachers and are invited to come in during Open School Week and during the fall and spring Parent Teacher Conferences. They are also encouraged to go to CEC meetings at the District Offices, as well as, join Title I and PAPAC groups.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

This has been addressed in our needs assessment on pages 11-22.

2. Schoolwide reform strategies that:

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

Our K-3 children are invited to attend "Project Hope" which conducts classes on Saturdays in ELA, Math and sports activities. We also have two SES providers which are federally funded to provide after school academic learning for our students in K- 8. We have received a Century 21 grant for academic tutoring in Math and ELA, sports and arts. We also have instituted our 37 1/2 minute AIS instruction for all of our at risk students. We will have a Saturday Academy program. We have received Title III funds for our ELL students to receive additional instruction in ELA (non-fiction writing) and in Math.

We will have a collaborative program for our 8+ children called Prep for Success (NINDIC) with Columbus High School. The program will enable the students to take courses at Columbus High School to earn credits while still attending middle school. We also have several cultural after school clubs available for our children who are learning violin, guitar, crocheting, photography, drama, art studio, spirit, and intramurals.

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

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

We are encouraging collaborative learning and differentiated instruction in Special Education and General Education classes. We will be using data driven instruction along with higher order questioning techniques in order to provide our students with a high quality education. See additional above.

o Help provide an enriched and accelerated curriculum.

We have an initiative for our students to take tutoring classes prior to taking the specialized high school exam. We have 8th grade regents classes in Integrated Algebra and Living Environment. Project BOOST exposes accelerated children to different cultural experiences.

- o Meet the educational needs of historically underserved populations.

We have three SES programs serving our at risk population in an extended day situation. We also have a 37 1/2 minute session on Tuesdays through Thursdays in ELA and in Math for our students needing AIS instruction. Our ELL academy which meets twice a week and serves current and former ELLs. We have a state of the art newly renovated science lab, multi-media library and computer lab which will all be used in order to enhance the learning experience of the historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

There are AIS services provided by all teachers three mornings during the week. We have mandated counseling for our at-risk population. We have students that attend Bronx House and Bronx Lebanon for psychological services.

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

Teachers are being provided with high quality professional development on the new Common Core State Standards.

4. Instruction by highly qualified staff

5% of our Title I budget is assigned to providing learning opportunities for our staff who are not highly qualified. They are entitled to take courses towards completing their education and we are able to reimburse a percentage of tuition to them.

5. 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.

We have an ELA and a Math staff developer in our building to serve teachers with in house professional development. We also employ Literacy Support Services, Hearts of Change, and Spaulding to enhance our Literacy effort. We have the services of members of our PSO - (CEI-PEA) - to help with our Special Education department. We have teachers involved with project learn, which is PD on integrating technology into project based learning. Professional development for teachers will also focus on Response to Intervention and data driven instruction. The Heart of Change professional development partners will be working with our middle school teachers. Administrators will be attending the Harvard Principal Academy.

6. Strategies to attract high-quality highly qualified teachers to high-need schools. Strategies to attract highly qualified teachers are centered in providing opportunities for teachers to improve their use of technology in the classroom. Investments in schoolwide technology upgrades and personalized on-going professional developing for teachers will be provided throughout the school year.
7. Strategies to increase parental involvement through means such as family literacy services. Parent coordinator and faculty will provide parenting workshops, ESL classes, computer classes, and ARIS training. Community based organizations will also provide parenting workshops based on the parents' need.
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.

To assist our Pre-K and Kindergarten children we have Cookie Hello - an initiation for parents with children entering the school for the first time to get acclimated to the school and its offerings. We also have guidance intervention for any traumatic situations that occur during the school day.

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

The Assistant Principals hold SAMS conferences with all teachers to speak about students that are at risk. We also offer professional development sessions led by our own teachers who have gone to workshops and are willing and able to turn key the information. We have a part time data specialist, on staff, who is able to run various reports and interpret statistics for teachers to use in sculpting their lessons to meet the needs of their students. The data specialist is also able to disseminate Quality Review results and ARIS reports to staff and parents for their interpretation. Teachers will meet collaboratively twice a week to discuss and create common assessments. Teachers will also sit on the school improvement committee.

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.

We offer additional assistance for our at risk students during the 37 1/2 minute morning sessions in ELA and in Math. We administer a pre and post interim assessments to measure the progress our students are making during the morning program and in our extended day programs. We will have a Saturday academy for test preparation. We have several art, drama, and music clubs in our extended day program. We will also have three federally funded SES programs take place three days a week.

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.

□

We have three guidance counselors, three deans of discipline to assist us in helping students that are having psychological, emotional and behavioral issues. We also meet monthly with our safety committee to discuss any safety, security issues. We have a parent coordinator to assist parents who need assistance. We also invite officers from the 49th precinct in to speak to our middle school children about gang violence. We have a partnership program with Bronx Lebanon to assist families with guidance intervention.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education

Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

We will offer an extended day program for test preparation in ELA and in Math funded with Title I funds. We also offer our 8th graders tutoring for taking the Specialized High School examination. There is also an academic/arts academy (K-8) during the extended day. Teachers will be highly trained in the new common core state standards.

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

See CEP Action Plan - Pages 23 - 37 and see above.

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;

CEP - Action Plan - Extended Day

We also offer a summer school program for all Grade 3-8 students. In addition we have a morning AIS 371/2 minute instructional program Tuesdays-Thursdays for all at risk AIS children. We will offer a Saturday Academy for ELA/Math test preparation.

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

We will offer our 8th graders Regents courses in Mathematics (Integrated Algebra) and science (Living Environment).

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

Our morning 371/2 minute AIS instruction supplements instruction and there will be AIS push -in instruction, funding permitted. All related services will occur on a push-in basis.

4. Coordinate with and support the regular educational program;

Title I funding will support our extended day program, as well as our push ins , guidance counselors , SES, SETTS teachers and other out of class room personnel to collaborate/articulate with classroom teachers.

5. Provide instruction by highly qualified teachers;

5% Highly Qualified funding has been allocated for teacher tuition reimbursement.

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

We provide ongoing professional development with Literacy Support Services, Heart of Change, Spalding Reading Program, and the services of our PSO - (CEI-PEA). Principals receive ongoing PSO training. We also utilize our in house staff developers to provide ongoing professional development for our staff. We have a Pupil Personnel Team that meets weekly to discuss students that are academically/emotionally at risk. We have teachers involved with project learn, which is PD on integrating technology into project based learning. Professional development for teachers will also focus on RTI and data driven instruction. The Heart of Change program will be working with our middle school teachers. Administrators will be attending the Harvard Principals Academy.

8. Provide strategies to increase parental involvement; and

We will have Parent Conferences in the Fall and in the Spring, in the afternoon and evening, to give our parents an opportunity to discuss their children's' progress with the teachers. We also have drama performances, award nights, a story night and workshops to encourage our school community to become part of the happenings of our school. Monthly, our School Leadership Team, made up of administrators, teachers, school aides and parents meet to discuss the status of construction initiatives, educational and cultural activities in the school, as well as, any parental issues which need to be addressed.

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

We have three SES programs which are federally funded which address the need for extended day tutoring, sports and arts activities. We also receive Title I and Title III a Century 21 grant which will provide academic, arts and drama programs funding for our at risk ELLS and General Education students. .

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

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

NCLB/SED Status: Restructuring (year 1) **SURR¹ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Although our projected targets in all areas were met in math, they were not met in ELA. The subgroups Black, Hispanic, SWD, and LEP did not meet AYP Subsequently. Our focus for our Inquiry Teams will be Special Education. In addition, curriculum mapping, common assessment, and lesson studies will determine what best practices have the greatest impact on student learning.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

We have begun a series of workshops for our Special Education teachers, with assistance from Special Education School Information Specialist (S.E.S.I.S.) and members of our PSO - (CEI-PEA) - focusing efforts on "Differentiated Instruction" and academic rigor. We will continue with additional professional development opportunities focusing on ELA for the school year. Writing and reading across grade levels will focus on non-fiction. Professional development in reader's and writer's workshops will be provided to all teachers. Balanced literacy will be revisited and structured within each student's program to ensure a literacy block.

School Under Registration Review (SURR)

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

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

We employ Literacy Support Services and Heart of Change to provide part of the professional development for our teachers to maintain a highly qualified staff. We also receive professional development assistance from our PSO partner - CEI-PEA. We have teachers involved with Project Learn, which is PD on integrating technology into project based learning. Professional development for teachers will also focus on RTI and data driven instruction. The Heart of Change program will be working with our middle school teachers. Administrators will be attending the Harvard Principal Academy.

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

For any new teacher that is entitled to mentoring services, we assign the mentoring position to a staff developer/experienced teacher twice per week. Additional assistance will be provided by Teacher Development Specialist (TDS) in ensuring mentoring practice and documentation.

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.

We will send a letter in all appropriate languages to parents notifying them about our identification for school improvement. Notification will take place during PTA meeting and will be backpacked home by students.

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: 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.)
28
2. Please describe the services you are planning to provide to the STH population.

We are providing counseling services for any of our students in temporary housing. Our parent coordinator assists parents in transitioning students into our school community. We have the services of two attendance monitors who assist us with our attendance initiative. After school programs include academic tutoring from our four SES programs which are available to our temporary housing students. We also have ongoing parental workshops for any parent that is interested in attending.

Part B:

Part B - For Non-Title I Schools

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

to assist STH students, please contact an STH liaison in your Children First Network.

N/A

3. 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.)
4. Please describe the services you are planning to provide to the STH population.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 089 Bronx					
District:	11	DBN:	11X089	School		321100010089

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	30	30	41		90.1	91.0	90.8
Kindergarten	146	158	122				
Grade 1	138	156	144	Student Stability - % of Enrollment:			
Grade 2	116	130	148	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	132	112	130		92.6	93.3	89.3
Grade 4	117	126	123				
Grade 5	122	118	125	Poverty Rate - % of Enrollment:			
Grade 6	186	151	163	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	164	177	156		73.8	88.1	88.1
Grade 8	162	156	180				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		18	48	36
Grade 12	0	0	0				
Ungraded	0	2	5	Recent Immigrants - Total Number:			
Total	1313	1316	1337	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	8	3

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	95	77	77	Principal Suspensions	101	97	47
# in Collaborative Team Teaching (CTT) Classes	61	70	89	Superintendent Suspensions	26	28	21
Number all others	79	92	93				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	109	108	106
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	21	27	14
# receiving ESL services only	243	281	TBD				
# ELLs with IEPs	5	40	TBD	Number of Educational Paraprofessionals	15	13	23

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

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
	2	2	12	% fully licensed & permanently assigned to this school	100.0	100.0	99.0
				% more than 2 years teaching in this school	71.6	83.3	98.1
				% more than 5 years teaching anywhere	63.3	69.4	78.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	94.0	95.3
American Indian or Alaska Native	0.7	0.7	0.8	% core classes taught by "highly qualified" teachers	67.5	83.0	87.7
Black or African American	26.7	26.3	27.7				
Hispanic or Latino	45.4	46.9	48.2				
Asian or Native Hawaiian/Other Pacific	10.3	9.7	9.1				
White	14.9	14.4	14.0				
Male	54.2	52.4	51.6				
Female	45.8	47.6	48.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year				v	
	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	v	v				
White	v	v				
Multiracial	-	-	-			
Students with Disabilities	vsh	v				
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
Student groups making	8	8	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:				NR
Overall Score:	36.9	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	1.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	3.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	31.4					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.3					

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

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

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

**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 7	District 11	School Number 089	School Name Williamsbridge/PS 89
Principal Mr. Ralph Martinez		Assistant Principal Caren Shapiro	
Coach		Coach	
Teacher/Subject Area		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Fan Palmeri	
Related Service Provider		Other Yvonne McCawley	
Network Leader Alan Cohen		Other Marilyn Colucci	

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	4	Number of Certified Bilingual Teachers	5	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	5

C. School Demographics

Total Number of Students in School	1365	Total Number of ELLs	281	ELLs as Share of Total Student Population (%)	20.59%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

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

Paste response to questions 1-6 here

1. When an ELL student is admitted into P.S. 89x, the ESL coordinator reviews the Home Language Information Survey to determine eligibility, as per the new regulations. An informal oral interview is given to the child in English by the ESL coordinator, and if needed, in the child's native language. The student will be given a formal assessment within 10 days of enrollment with either the LAB-R, Spanish LAB, or both. Based upon the results of these tests, entitlement is determined, either bilingual education or ESL. All identified ELLs from grades K thru 8th are evaluated by ESL or Bilingual teachers using the NYSESLAT in all four areas: speaking, listening, reading and writing during the month of May.

2. P.S. 89x promotes parental involvement encouraging parents to become active participants in the children's education. All parents of newly enrolled and former ELLs are invited to attend a parental workshop, given in the fall and spring, presented by the ESL and Parent Coordinators in which they view videos in English and Spanish explaining the programs available to them through the Department of Education. Parents are given the opportunity to learn the procedures used in the identification and placement of new ELL students in NYC public schools.

Pamphlets in the parents' native languages are distributed to further clarify the programs that are available at P.S. 89x. Parents or guardians are also given several letters in their native language (Spanish, Arabic, Albanian, Chinese, Urdu, Bengali, Korean and Punjabi) identifying their child as an ELL student and indicating the language proficiency level for the student. Following an explanation of the programs, Transitional Bilingual, Dual Language and Freestanding ESL by the ESL coordinator, parents are given the opportunity to sign the appropriate letter (Appendix D) from the LAP kit and placement is made.

3. The ESL coordinator along with the ESL teachers keep an updated list making periodic adjustments to ensure that all identified ELL students have a signed Appendix D letter on file. If a program selection letter is not returned, parents will be contacted and second notices will be sent home.

4. In cases where Spanish is the dominant language, parents are given the option of placing their children in a Transitional Bilingual Spanish class (if applicable) offered through the Regional office for grades K thru 8. ESL classes are offered at P.S. 89x from K through 8. LAB-R and NYSESLAT scores are used to place identified ELLs in the appropriate ESL level of instruction. At the time of admittance, program options are explained to parents in their native language if needed.

5. It has been a trend at P.S. 89x that parents have chosen the Freestanding ESL program. Of the 281 students identified as ELLs, roughly 240 parents chose the ESL program as opposed to Bilingual and Dual language programs.

6. Based on parental request, our ESL self-contained classes are organized as follows to accommodate our needs: Kindergarten - 2 classes, Grade 1 - 2 classes, Grade 2 - 2 classes, Grade 3 - 2 classes, Grade 4 - 1 class, Grade 5 - 2 classes, Grade 6 - 1 class, Grade 7 - 1 class and Grade 8 - 1 class. Program models at P.S. 89x are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	2	2	2	2	1	2	1	2	2	0	0	0	0	16
Push-In	0													0
Total	2	2	2	2	1	2	1	2	2	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	281	Newcomers (ELLs receiving service 0-3 years)	174	Special Education	18
SIFE	2	ELLs receiving service 4-6 years	69	Long-Term (completed 6 years)	18

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	194	0	0	59	2	8	14	0	4	267
Total	194	0	0	59	2	8	14	0	4	267

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

C. Home Language Breakdown and ELL Programs

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

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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	24	26	21	12	22	10	11	14					164
Chinese		2	1	1			1							5
Russian														0
Bengali				1										1
Urdu	1		3	1	4	4	2	1	1					17
Arabic	3	2	1	1	3	2	1	1	2					16
Haitian														0
French		1		1			1		1					4
Korean														0
Punjabi					1									1
Polish														0
Albanian	5	5	9	5	8	5	4	5	5					51
Other	5	2	4	1	3	2	3	0	2					22
TOTAL	38	36	44	32	31	35	22	18	25	0	0	0	0	281

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1a & b. The ELL program in place at P.S. 89x is composed of 14 self-contained heterogeneously grouped ESL classes across the grades as previously stated.

2. In our self-contained ESL model, all students at the beginning and intermediate levels of language proficiency, as assessed by the LAB-R and NYSESLAT, receive two units of ESL (360 minutes) and five periods of ELA instruction per week. Students in the advanced level receive one unit of ESL (180 minutes) and five periods of ELA instruction per week as per CR Part 154.

3. All classes are taught in English with classroom and enrichment teachers using ESL methodologies throughout the day in all content areas. The ESL program at P.S. 89x increases the students' English language acquisition in a non-threatening environment through listening, speaking, reading and writing activities. Some instructional strategies that the ESL teachers employ in their classrooms are the Language Experience Approach, Peer Tutoring, Cooperative Learning and Differentiated Instruction.

4. The ESL program focuses on small group instruction using reading or language proficiency levels in all content areas. Students identified as SIFE, newcomers and long-term ELLs are offered placement in programs such as the ELL after-school program, morning school (37 1/2 minutes), and NYC Chancellor's SES programs at P.S.89 :BELL for K-5 and IEP for grades 6-8. Students identified with special needs are offered the same programs with additional services as identified in their Individualized Education Plan (IEP). Classroom paraprofessionals are placed in classes when indicated, to facilitate small group instruction. Small group instruction is used in every classroom across content areas. Instruction is delivered systematically and is structured to develop cognitive skills, achieve comprehensive learning and maximize students' English acquisition. Accepted ESL teaching strategies are used for all ELL students.

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

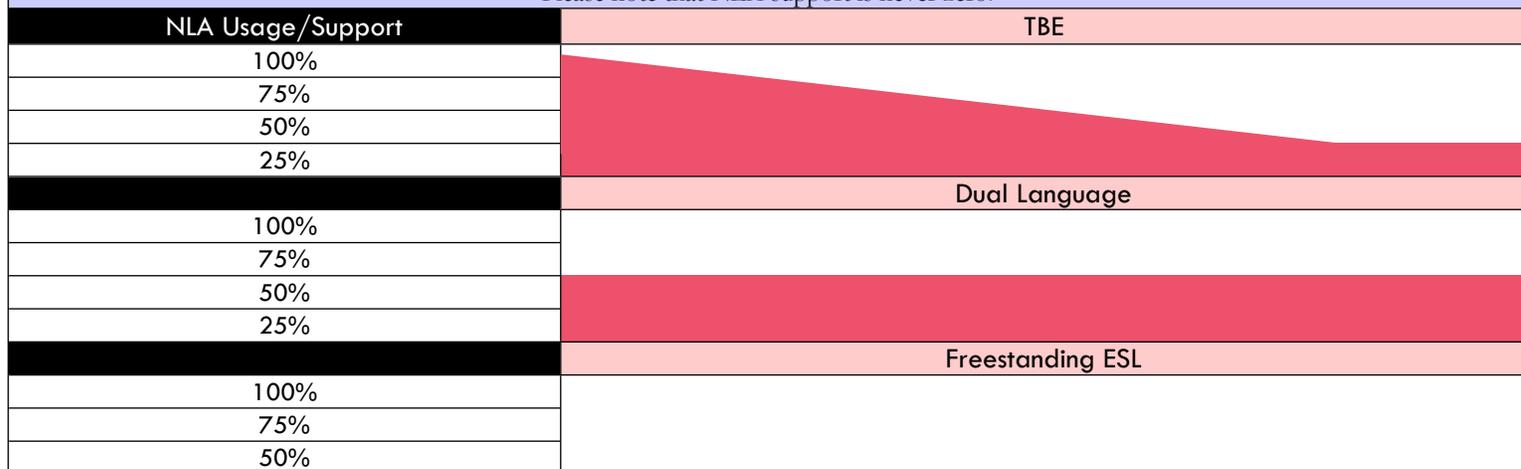
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

Paste response to questions 5-14 here

5. The following intervention programs are offered for ELL students: Morning program (37 1/2 minutes), ELL academy, Saturday Test Prep in ELA, Math, and Science, SES programs (IEP and BELL), and able to participate on a club of their choice for students in grades 4-8 (Drama, Art, Chess, Technology and Guitar).
6. ELL students reaching the proficiency level on the NYSESLAT exam are given transitional support with testing accommodations on all assessments which include extended time, special location, a third reading on the listening portion of the ELA test. Exams are provided in the students native language, if needed.
7. For the upcoming year, P.S. 89x plans to incorporate more technological tools including student laptops and the use of SMARTBOARDS in all classrooms.
8. Due to the large population of ELLs at P.S. 89x (281 students), NO programs or services will be discontinued.
9. At P.S. 89x ALL students identified as English Language Learners can participate in programs offered to students at their grade level. See Question #5
10. Instructional materials used at P.S. 89x are Computers, SMARTBOARDS, textbooks, workbooks, dictionaries in a student's native

language, thesaurus, novels (when possible in native language). Leveled libraries are used to support instruction and allow for differentiated learning for the ELLs.

11. Native language support is delivered in the self contained ESL program with the use of dictionaries in the native language, novels and when possible, oral translation by either a "buddy" student or the teacher.

12. At P.S. 89x all required support services and resources are age appropriate for the ELLs.

13. Before the beginning of the school year, newly enrolled Kindergarten ELLs are invited to a Cookie Hello facilitated by our kindergarten teachers. Also, newly enrolled ELLs are invited to attend summer school, if space is permitted.

14. There are NO language electives offered at P.S. 89x either in the elementary or middle school level.

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

N/A

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.

Paste response to questions 1-3 here

1. At P.S. 89x, we provide all ESL, bilingual and monolingual teachers with ongoing opportunities to attend both on-site and off-site workshops which reflect current theory based learning practices used for ESL instruction. Providing teachers with effective learning opportunities is the key to increasing student performance. As a result of these workshops, teachers have adopted many of the learning models that support achievement for our ELL population. They are encouraged to work collaboratively in developing and refining their instructional skills. Grade conferences keep staff members abreast of ongoing changes in the Language Allocation Policy document.

2. According to the New York State recommendations, our students may remain in an ESL class for three years. Once proficiency is achieved, students may remain for an additional two years as transitional students. Students are then moved into monolingual classes the following year and may receive services through our Title I program, if needed.

3. P.S. 89x will continue to provide ongoing professional development for all teachers to attain the 7.5 hours of ELL training either in-house or off site when offered. Teachers will have the opportunity to attend workshops such as: Q-Tel, NYSABE, NYSTESOL, and Fordham University (BETAC). Election Day professional development will provide all staff with Best Practices for Working with ELLs.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. The Parent Coordinator of P.S. 89x provides on going workshops for ELL parents to attend. Workshop topics include Parent Orientation for ELLs, Test Taking Strategies, Eating Disorders, and Community Involvement. During all the events, translators are available to assist parents of ELLs with any language challenges. Letters are sent home to parents informing them of the availability of translators during the parent teacher conferences and workshops given at P.S. 89x.

2. Jacobi Hospital and the Bronx Lebanon Hospital provide counseling to ELL students and their parents, if needed.

3. At P.S. 89x, parental needs are evaluated through surveys. This information is used to plan and organize workshops which best meet the needs of our ELL population.

4. Parent workshops are conducted to provide them with information and materials they need to assist them in guiding their children's education. Students and families are referred to appropriate outside agencies, if needed.

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)	56	17	13	8	8	2	4	0	3					111
Intermediate(I)	0	8	16	14	5	11	7	1	10					72
Advanced (A)	0	4	13	9	16	18	11	15	12					98
Total	56	29	42	31	29	31	22	16	25	0	0	0	0	281

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	2	0	0	1	0	2	0	1				
	I	0	10	10	3	1	0	1	0	4				
	A	0	5	20	16	21	14	13	6	7				
	P	0	11	12	12	8	17	6	10	12				
READING/ WRITING	B	0	17	13	8	9	2	4	0	3				
	I	0	8	15	14	5	11	7	1	8				
	A	0	4	11	8	14	18	10	15	13				
	P	0	0	3	1	3	0	1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	10	8	0	30
4	10	15	10	0	35
5	3	10	5	2	20
6	6	12	1	0	19
7	12	13	0	1	26
8	6	12	1	0	19
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9		8		12		5		34
4	4		14		14		4		36
5	0		7		15		1		23
6	1		11		5		3		20
7	8		7		9		3		27
8	1		17		3		1		22
NYSAA Bilingual Spe Ed	0		0		0		0		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		9		18		5		36
8	8		13		1		0		22
NYSAA Bilingual Spe Ed	0		0		0		0		0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		3		14		2		21
8	19		2		1		0		22
NYSAA Bilingual Spe Ed	0		0		0		0		0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

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

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

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

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

1.The assessment tools our school uses to assess the early literacy skills of ELLs are ECLAS, EPAL, DRA and Acuity.

An analysis of the 2010 NYS ELA assessment for the ELLs revealed the following information:

School-wide, 19% of ELL students scored at level 3 or 4.

In grade 3, 27% of ELL students scored at level 3 or 4.

In grade 4, 29% of ELL students scored at level 3 or 4.

In grade 5, 35% of ELL students scored at level 3 or 4.

In grade 6, 5% of ELL students scored at level 3 or 4.

In grade 7, 4% of ELL students scored at level 3 or 4.

In grade 8, 5 % of ELL students scored at level 3 or 4.

In comparing data, 19% of our current ELL students scored a level 3 or 4 as compared with 30% of the remaining students schoolwide scoring 3 or 4. Analysis of the different modalities of the NYSESLAT assessment reveals that in the areas of Listening and Speaking, 85% of our ELL students scored Advanced or Proficient levels, while 50% scored Advanced or Proficient on the Reading/Writing part of the exam.

A similar analysis of the 2010 NYS Mathematics assessment for the ELLs revealed the following:

School-wide, 46% of ELL students scored at level 3 or 4.

In grade 3, 50% of ELL students scored at level 3 or 4.

In grade 4, 50% of ELL students scored at level 3 or 4.

In grade 5, 70% of ELL students scored at level 3 or 4.

In grade 6, 40% of ELL students scored at level 3 or 4.

In grade 7, 44% of ELL students scored at level 3 or 4.

In grade 8, 18 % of ELL students scored at level 3 or 4.

In comparing data, 46% of our current ELL students scored a level 3 or 4 as compared with 43% of the remaining students school-wide scoring at level 3 or 4. They outperformed our general ed student population in Mathematics by 3 percentage points.

At P.S. 89x, ongoing assessments are used to determine movement toward achieving content standards. These assessments include, but are not limited to: ELA and MATH ITA assessments, ECLAS-2, E-PAL, NYSESLAT, NYS ELA and Math, NYS Science, LAB-R, Spanish LAB, DRA and teacher assessments and observations. Data is analyzed and interpreted for student placement as well as to differentiate instruction. Student work is evaluated on an ongoing basis by teams consisting of grade level teachers and A.P's in a collaborative effort to assess student progress.

Upon reviewing all the data, P.S.89x uses this information to determine the level of services needed for the ELLs, especially the SIFE and LTE students. Various after-school programs, such as ELL after-school, BELL (K-5), IEP (6-8) can provide additional support for the ELL population.

2. In comparing data on the NYS ELA, 19% of our current ELL students scored a level 3 or 4 as compared with 30% of the remaining students schoolwide scoring at level 3 or 4. Analysis of the different modalities of the NYSESLAT assessment reveals that in the areas of Listening / Speaking 85% of our ELL students scored at the Advanced and Proficient levels, while 50% scored Advanced or Proficient on the Reading / Writing part of the exam.

3. Assessment data clearly indicates what is well known about language acquisition, the skills involved in speaking and listening will be acquired before the skills needed for reading and writing. Teachers of ELL students need to provide them with tools and strategies they can use to move toward proficiency in English. Teaching students strategies such as utilizing prior knowledge, and the text features of nonfiction to support their understanding in reading is one example of helping these students succeed. Visuals, hand-on activities and rereading are all strategies that are being use to improve reading skills. The use of graphic organizers will assist students in organizing and clarifying writing.

4a. Teachers of ELL classes regularly examine results from assessments in ELA and Math (including NY State Assessments, Periodic Assessments, Unit tests) and use the results to identify areas to reteach and to create fluid groups within the class for small group guided reading and math instruction. The use of graphic organizers

4c. When available, a student "buddy" or the teacher will speak to the child in their native language for clarification of a task, if warranted.

5. N/A

6. An instructional program is delivered to our ELL students with the same emphasis on academic rigor as to our entire student population. They are expected to produce student work that reflects comprehension of academic principles and concepts as well as proficiency across all academic areas.

Additional Information

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

Paste additional information here

Additional Comments

At P.S. 89x, it has been a proud accomplishment of our ELL program and its students that over the past seven years that either the Valedictorian or Salutatorian for our eighth grade graduation has been either an ELL student or a former ELL student. We are committed to the principle that every student deserves a high quality education in a safe and supportive environment. Our program for the ELLs had been designed to reflect our shared commitment, along with our parents, to educate our youngsters, excite them about learning and shape them into contributing members of our society. .

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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 11X089

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$760,527	\$701,748	\$1,462,275
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,054	\$7,088	\$16,142
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$45,269	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$90,539	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
83%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
We plan to offer professional development workshops to non-highly qualified teachers who need assistance in meeting state licensing

requirements. Additionally, assist teachers to enroll in required courses for licensing. Publicize subsidized educational courses sponsored by the UFT to meet licensing requirements. Reassign teachers to appropriate license areas specifically Common Branch teachers to grades K-6

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

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

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

The Parent Involvement Policy will be reviewed by the PTA and SLT by June of each year. Distribution of policy occurs during the parent teacher conference of each school year.

P.S. 89 will:

- involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of school-wide program plan, in an organized, ongoing, and timely way;
- Hold annual meetings 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;
- 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;
- 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 (LEP) and parents with disabilities. This will include providing information and school reports required under Section 111-State Plans 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 program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring.

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. Parents are encouraged to meet with other parents at monthly Parent Teacher Association meetings. The Parent's Association members are also encouraged to incorporate new parents into their organizational structure. There is also a monthly meeting with the Principal at which monthly reports on fiscal standing, the state of the school community, etc. are discussed. Workshops are offered regarding student test prep, family math and reading initiatives. Parents are encouraged to take part in book sales, student carnivals, trips and activities.

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

School Responsibilities

P.S. 89 will:

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:

As a school, we use various forms of assessment data to determine instruction decisions that we make to support our struggling learners. We have a large population of students that have performed at high level 2 proficiency in Math and English Language Arts. The goal will be to identify individual student needs and develop targeted precise plans of instruction. We will continue to integrate the use of the performance and creative arts to provide children outlets to express themselves using different mediums. These opportunities will be sided with various supports oriented initiatives from our school based support team to meet the social and emotional needs of our children.

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:

In addition to annual Parent/teacher conferences, P.S. 89 staff will schedule parent meetings to discuss academic/social/and emotional needs of students as identified by the school. The dialogue will set goals, identify possible resources to support students and families. Collaboratively, all parties will develop an effective educational plan that benefits all involved. Parents are encouraged to visit the school and ask questions or find meaningful ways to support the school community with the various strengths and skills that they can provide. The Compact will serve as a foundation to strengthen our school parent partnership.

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

P.S. 89 utilizes a variety of approaches to open a dialogue with parents/families and to keep them informed about school and student related information. Those methods include:

- Phone and mail outreach by the parent coordinator, teachers, guidance counselors and Parent Association.
- Parent Association meetings (Monthly)
- Family oriented workshops provided by the school and community based organizations affiliated with the school (Scheduled throughout theyear)
- Email
- Parent Update notices and flyers (Monthly or depending on notice)
- During meetings, we provide language translators so that parents/families can communicate concerns.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
Copies of teachers' schedules are provided to the administration and support service providers. Assistant Principals will work to coordinatemeetings based on the parent's and teacher's availability. Many times these conferences can be held before school, after school or during school depending on the parent's and teacher's schedules.

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

At the start of the school year, we will host a parent orientation. At that point we will initiate a survey to parents to gain an understanding ofwhat they would like to see happen in the school and have parents inform us of what they would be willing to provide.Based on the feedback from the survey, the parent coordinator and the Parent Association will work with

parents and the school to find meaningful ways to meet the needs of identified by the parents. This survey will be on going to continually assess parent's needs.

Parent Responsibilities

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

Supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school.
- monitoring child's attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time,
- providing an environment appropriate for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- volunteering in my child's classroom or other even;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;
- attend at least 3 Parent Association meetings over the course of the school year.

PART II ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

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

- come to school ready to do our best and be the best;

- come to school with all the necessary tools of learning- pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that you enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school everyday.)
- treat others with respect and understanding

Parents are encouraged to build a partnership with their children's teachers and are invited to come in during Open School Week and during the fall and spring Parent Teacher Conferences. They are also encouraged to go to CEC meetings at the District Offices, as well as, join Title land PAPAC groups.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS
Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 This has been addressed in our needs assessment on pages 11-22.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Our K-3 children are invited to attend "Project Hope" which conducts classes on Saturdays in ELA, Math and sports activities. We also have two SES providers which are federally funded to provide after school academic learning for our students in K- 8. We have received a

Century 21 grant for academic tutoring in Math and ELA, sports and arts. We also have instituted our 37 1/2 minute AIS instruction for all of our at risk students. We will have a Saturday Academy program. We have received Title III funds for our ELL students to receive additional instruction in ELA (non-fiction writing) and in Math.

We will have a collaborative program for our 8+ children called Prep for Success (NINDIC) with Columbus High School. The program will enable the students to take courses at Columbus High School to earn credits while still attending middle school. We also have several cultural after school clubs available for our children who are learning violin, guitar, crocheting, photography, drama, art studio, spirit, and intramurals.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:
o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

We are encouraging collaborative learning and differentiated instruction in Special Education and General Education classes. We will be using data driven instruction along with higher order questioning techniques in order to provide our students with a high quality education. See additional above.
o Help provide an enriched and accelerated curriculum.

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We have an initiative for our students to take tutoring classes prior to taking the specialized high school exam. We have 8th grade regents classes in Integrated Algebra and Living Environment. Project BOOST exposes accelerated children to different cultural experiences. Meet the educational needs of historically underserved populations.
We have three SES programs serving our at risk population in an extended day situation. We also have a 37 1/2 minute session on Tuesdays through Thursdays in ELA and in Math for our students needing AIS instruction. Our ELL academy which meets twice a week and serves current and former ELLs. We have a state of the art newly renovated science lab, multi-media library and computer lab which will all be used in order to enhance the learning experience of the historically underserved populations.
o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career

awareness/preparation, and the integration of vocational and technical education programs.

There are AIS services provided by all teachers three mornings during the week. We have mandated counseling for our at-risk population. We have students that attend Bronx House and Bronx Lebanon for psychological services.

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

Teachers are being provided with high quality professional development on the new Common Core State Standards.

4. Instruction by highly qualified staff

5% of our Title I budget is assigned to providing learning opportunities for our staff who are not highly qualified. They are entitled to take courses towards completing their education and we are able to reimburse a percentage of tuition to them.

5. 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.

We have an ELA and a Math staff developer in our building to serve teachers with in house professional development. We also employ Literacy Support Services, Hearts of Change, and Spaulding to enhance our Literacy effort. We have the services of members of our PSO - (CEI-PEA) - to help with our Special Education department. We have teachers involved with project learn, which is PD on integrating technology into project based learning. Professional development for teachers will also focus on Response to Intervention and data driven instruction. The Heart of Change professional development partners will be working with our middle school teachers. Administrators will be attending the Harvard Principal Academy.

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6. Strategies to attract high-quality highly qualified teachers to high-need schools. Strategies to attract highly qualified teachers are centered in providing opportunities for teachers to improve their use of technology in the classroom. Investments in schoolwide technology upgrades and personalized on-going professional development for teachers will be provided throughout the school year.

7. Strategies to increase parental involvement through means such as family literacy services. Parent coordinator and faculty will provide parenting workshops, ESL classes, computer classes, and ARIS training. Community based organizations will also provide parenting workshops based on the parents' need.

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.

To assist our Pre-K and Kindergarten children we have Cookie Hello - an initiation for parents with children entering the school for the first time to get acclimated to the school and its offerings. We also have guidance intervention for any traumatic situations that occur during the schoolday.

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

The Assistant Principals hold SAMS conferences with all teachers to speak about students that are at risk. We also offer professional development sessions led by our own teachers who have gone to workshops and are willing and able to turn key the information. We have a part time data specialist, on staff, who is able to run various reports and interpret statistics for teachers to use in sculpting their lessons to meet the needs of their students. The data specialist is also able to disseminate Quality Review results and ARIS reports to staff and parents for their interpretation. Teachers will meet collaboratively twice a week to discuss and create common assessments. Teachers will also sit on the school improvement committee.

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. We offer additional assistance for our at risk students during the 37 1/2 minute morning sessions in ELA and in Math. We administer a pre and post interim assessments to measure the progress our students are making during the morning program and in our extended day programs. We will have a Saturday academy for test preparation. We have several art, drama, and music clubs in our extended day program. We will also have three federally funded SES programs take place three days a week.

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.

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We have three guidance counselors, three deans of discipline to assist us in helping students that are having psychological, emotional and behavioral issues. We also meet monthly with our safety committee to discuss any safety, security issues. We have a parent coordinator to assist parents who need assistance. We also invite officers from the 49th precinct in to speak to our middle school children about gang violence. We have a partnership program with Bronx Lebanon to assist families with guidance intervention.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for 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) fill in page nos
Title I, Part A (Basic)	Federal	✓			\$760,527	✓	7
Title I, Part A (ARRA)	Federal	✓			\$701,748	✓	7
Title II, Part A	Federal	✓			\$441,256	✓	2
Title III, Part A	Federal	✓			\$42,160	✓	16
Title IV	Federal			N/A			
IDEA	Federal	✓			\$165,572	✓	11
Tax Levy	Local				\$6,171,689		11

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.

¹ **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.