



P.S. 094 KINGS COLLEGE SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 094 KINGS COLLEGE SCHOOL
ADDRESS: 3530 KINGS COLLEGE PLACE
TELEPHONE: 718-405-6345
FAX: 718-405-6358

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321000010094 **SCHOOL NAME:** P.S. 094 Kings College School

SCHOOL ADDRESS: 3530 KINGS COLLEGE PLACE, BRONX, NY, 10467

SCHOOL TELEPHONE: 718-405-6345 **FAX:** 718-405-6358

SCHOOL CONTACT PERSON: DIANE DAPROCIDA **EMAIL ADDRESS** DDaproc@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ellie Diaz-Walters

PRINCIPAL: DIANE DAPROCIDA

UFT CHAPTER LEADER: Valerie Dash

PARENTS' ASSOCIATION PRESIDENT: Myisha Lockett

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** HOT 104

NETWORK LEADER: Bob Cohen

SUPERINTENDENT: SONIA MENENDEZ

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
Diane DaProcida	Principal/CSA Member	
Barbara Roof	UFT Member	
Valerie Dash	UFT Chapter Leader	
Maryann Zahm	UFT Member-Secretary	
Margaret Rausse	UFT Member	
Kerianne Citrano	UFT Member	
Donata Fulgione	UFT Member	
Elva Diaz-Walters	UFT Member	
Debra Gonzalez	Parent	
Myisha Lockett	Parent	
Mina Begum	Parent	
Syeda Rahman	Parent	
Stephanie Bush	Parent	
Most Khatun	Parent	
Carmen Cortes	PA/PTA President or Designated Co-President	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Mission Statement: It is our belief that each child, as a matter of moral justice, receives an education empowering them to develop as an effective learner and a contributing member of our community. Central to this notion is the recognition that all children are intrinsically motivated and capable of learning. We nurture our children's growth and development by creating social, physical and intellectual environments that are developmentally appropriate. We support the development of a multicultural society, so that the differences among our children are celebrated. We support collaborations where children, parents, teachers, staff and community work together to insure the growth and development of productive, literate, and caring citizens.

The Kings College School is a kindergarten through fifth grade school located in the Norwood section of the Bronx. We serve a unique and multicultural community. The school is situated in the hub of the Montefiore Hospital complex, the Jerome Avenue marketplace, the historically noted Gun Hill Road, Varick House Museum, and the Woodlawn Cemetery. Families from many parts of the world serve to create a distinctively rich educational and cultural community.

We engage in collaborations within our school community including affiliations with Montefiore Hospital Learning Leaders Program, Montefiore Community Center, Lehman College -Art Gallery Studio in Arts Education Program, the Bronx Opera Company -Inside Opera Program, Asphalt Green-Recess Enhancement, Boy Scouts, Cook Shop, and Montefiore Wraparound Afterschool.

We have used the New York State Standards to plan for instruction in all areas of our elementary curriculum. We are engaged in project-based and cooperative learning activities designed to promote critical thinking in all instructional areas as well. Teachers in collaboration with our Assistant Principals and Coaches plan out the monthly units of study in literacy and math. Our literacy units of study use an integrated curriculum approach. The content areas of social studies and science are integrated into our literacy block. Pacing calendars for the content areas are aligned with our literacy units. This year we plan to align our curriculum with the newly revised Content Standards.

A pedagogical staff of 70 full-time teachers supports our student population. All teachers are certified and licensed, and 55.9% have more than 5 years teaching experience.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 094 Kings College School								
District:	10	DBN #:	10X094	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.2	91.9	TBD		
Kindergarten	169	124	136						
Grade 1	196	159	154	Student Stability - % of Enrollment:					
Grade 2	198	149	148	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	159	173	151		92.8	92.31	TBD		
Grade 4	180	153	157						
Grade 5	139	171	148	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		77.3	80.4	90.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		13	38	TBD		
Grade 12	0	0	0						
Ungraded	5	1	5	Recent Immigrants - Total Number:					
Total	1046	930	899	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					19	11	9		
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	78	61	56	Principal Suspensions	15	22	TBD		
# in Collaborative Team Teaching (CTT) Classes	7	17	31	Superintendent Suspensions	7	11	TBD		
Number all others	61	65	47						
<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	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	53	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	169	194	224	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	23	16	36	Number of Teachers	80	71	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	23	25	TBD
				Number of Educational Paraprofessionals	9	9	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	63.8	76.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	52.5	62	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	78	80	TBD
American Indian or Alaska Native	0.9	1	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.1	100	TBD
Black or African American	22.6	22.7	21.5				
Hispanic or Latino	62	58.7	59.6				
Asian or Native Hawaiian/Other Pacific Isl.	12.7	14.4	14.6				
White	1.9	2.3	1.7				
Multi-racial							
Male	50.3	50.1	49.9				
Female	49.7	49.9	50.1				
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"/> Comprehensive <input type="checkbox"/> Focused <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:		X		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			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	X	√					
Limited English Proficient	Ysh	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	►
Overall Score	69.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	►
School Environment (Comprises 15% of the Overall Score)	6.9	Quality Statement 2: Plan and Set Goals	►
School Performance (Comprises 25% of the Overall Score)	12	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	44.8	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6	Quality Statement 5: Monitor and Revise	√

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

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STATE TEST RESULTS IN LITERACY AND MATH

This year the SED raised the cut scores for approaching and meeting the state standards in literacy and math. As a result, the percentage of students in grades three, four and five approaching or meeting the state standard were reduced dramatically. We fully recognize that we must work to raise the level of achievement for our students at P.S. 94x.

Percentage of students overall meeting the state standard in ELA: 31%.

Percentage of students overall meeting the state standard in Math: 40%.

2009 – 2010 LITERACY OVERVIEW

Developmental Reading Assessment (DRA) June 2010

General Ed Students

Grade and # of Students	On or Above Grade Level	Below Grade Level
Grade K-79 Students	29 (37%) On or above Level 3	50 (63%)
Grade 1-98 Students	53 (54%) On or above Level 16	45 (46%)
Grade 2-94 Students	44 (47%) On or above Level 28	50 (53%)
Grade 3-94 Students	42 (45%) On or above Level 38	52 (55%)
Grade 4-96 Students	56 (58%) On or above Level 40	40 (42%)
Grade 5-88 Students	68 (77%) On or above Level 50	20 (23%)
TOTAL K-5 549 Students	(57%)	236 (42%)

Overall student performance in grades kindergarten – fifth grade show that 57% of our students achieved grade level performance in June 2010 on the Developmental Reading Assessment.

Reading grades 3 - 5

Further development in “test-taking” strategies was embedded in everyday literacy instruction. In addition, heterogeneous guided reading study groups were created school-wide to further meet the individual needs of all students. Disaggregated data indicated that both English Language Learners (ELLs) and students with IEPs were performing approximately 10% lower than the grade average. To address the needs of our ELL students and students with IEPs, we emphasized language development, collaborative activities within literacy to build confidence and language, and guided reading daily to meet individual reading needs.

Specific improvements occurred in fictional passages (poetry and folktales) and nonfiction passages (functional). In meeting with the curriculum team and teachers, it was evident that stamina continued to be an issue. Teachers observed students losing stamina while reading longer passages throughout the exam, as well as in completing the exam. Continued efforts have been made to emphasize the importance of building stamina as readers, with conversations extending to the lower grade teachers. Because the ELA Simulation and ITA were administered only a month shy of the NYS ELA exam, teachers in grades three, four and five focused specifically on building stamina and returning to the passage to find answers to explicitly stated questions.

Reading All grades:

In an effort to ensure differentiated, targeted instruction to all students, we moved forward with professional development for teachers around guided reading instruction. We surveyed the staff to target the groups of instruction around teacher need. Then, we created small, collaborative groups to improve our guided reading instruction. Each group was responsible for their learning around targeted guided reading instruction. We used a Mentor text to guide our study group sessions and teachers were responsible to include this learning in their daily lessons. Administrators also made an effort to look for guided reading instruction happening on a regular basis in the classrooms. These efforts appear to have worked when we look at the progress our students made throughout the 2009-2010 School year.

Writing – All Grades

Through hands-on activities, collaborative inquiry in the classroom, and multiple field trips, students acquired a plethora of knowledge by which to create nonfiction writing pieces, including informative brochures, historical reports, functional how-tos, persuasive essays, and more. Across the grades, it was evident that all students were able to use the information that they acquired through reading, researching and multiple collaborative activities.

Grades three, four and five demonstrated their ability to incorporate the content areas into their writing pieces; continued development is needed in adding more sophisticated vocabulary into the writing pieces, as well as creating engagement and plot development. In analyzing the endline writing pieces this year, it was clear that more discussion around the rubrics needs to occur. It is our goal to revise the current rubrics with teachers, coaches, and administrators. We will

continue to work collaboratively to create meaningful experiences both inside and outside the classrooms to facilitate content area learning.

2009 – 2010 MATH OVERVIEW

2009 – 2010 End of Year Everyday Math Cumulative Test Results First, and Second grade all groups.

Grade	Level 1	Level 2	Level 3	Level 4
First Grade 156 students	6%	18%	35%	40%
Second Grade 140 students	6%	41%	39%	14%
Total Overall 296 students	6%	29%	38%	28%

A total of 65% (191) of our students met or exceeded the standard in first and second grade using the Everyday Math End of year Assessment for each grade.

Preliminary data collected from the Baseline analysis indicated that students in first and second grade demonstrated proficiency in using multiple strategies to add, and subtract, solving problems with numbers without regrouping, and had an initial understanding of the base ten number system. Student challenges included using ordinal numbers, comparing whole numbers, solving addition and subtraction problems with regrouping, time, and money.

Through differentiation of instruction, conferring with students on a regular basis, and the development of small math groups, teachers were able to address the above challenges. Teachers used various components of the Everyday Mathematics program such as Readiness activities to help strengthen student abilities in the aforementioned areas. In addition teachers also worked collaboratively to debrief lessons, and plan next steps such as developing activities to address weaknesses.

Results from the Everyday Math End of Year Analysis indicate that while student performance has improved overall in Number and Operations in Base Ten, including comparing whole numbers, giving equivalent names for whole numbers, and modeling multiplication with manipulatives. Students continue to have difficulty in Measurement specifically time and money, including making change, calculating money amounts, and showing time to the nearest quarter hour. These are areas which are not extensively addressed in the Everyday Mathematics program.

To address these weaknesses in the future teachers will work to develop additional activities using manipulatives (clocks, money) to support student understanding. Strategic alignment of the Common Core Standards, specifically the Standards for Mathematical practice and Everyday Math will expose students to more problem solving and allow them to make greater connections with life and mathematical concepts thereby fostering a more concrete level of understanding.

Kindergarten - all groups.

In Kindergarten more instructional time is devoted to developing students' number sense. Once students reach the First grade, instructional time will be devoted to developing an understanding for addition, subtraction and operational strategies, place value, measurement, and geometric shapes. Further concentration in Everyday Math units will support students and clear up any previous

misconceptions. Continued teacher collaboration along with focused math groups and differentiation of instruction will also improve student performance.

Grades 3-5

There are Everyday Math (EDM) Assessments called Progress Checks, Periodic Assessments, which include a Predictive Analysis and EDM interim assessments (ITA), and a Math Simulation which is the NYS exam from the previous year.

Student strengths were in geometry and identifying patterns. Findings indicated that student challenges are predominately in place value, estimation, multiplication, and subtraction with regrouping. The results of the Readiness Assessment for grade three through five provided teachers with a thorough overview of the strengths and weaknesses of their classes. Teachers used information provided to outline which concepts needed review prior to teaching EDM units. The Readiness Analysis also provided crucial information with regard to the development of focused math groups, differentiation, and navigation through future EDM units of study.

The average score on the Math Simulation ranged from 58% to 68%. Males and females continue to perform similarly. On average students with disabilities and English Language Learners scored approximately 5% lower than the general population. On both exams, student strengths were consistent in geometry and identifying patterns. There was improvement noted in place value. Weaknesses were in fractions, multiplication, division, and estimation. Overall we can identify student performance trends with regard to both strengths and weaknesses.

They utilized the NYS performance indicator tasks to specifically address weaknesses. They used Acuity to develop review sheets, quizzes, tests, and to create individual action plans for select students. Teachers also monitored and managed conferring notes in mathematics. In addition teachers also worked collaboratively to debrief lessons, and plan next steps such as developing varied activities to address weaknesses.

Strategic alignment of the Common Core Standards, the Standards for Mathematical practice and Content, and Everyday Math will expose students to more problem solving and allow them to make greater connections with life and mathematical concepts thereby fostering a more concrete level of understanding.

SCIENCE :

All classes use the FOSS Investigative Science Program at P.S. 94x. The use of this program has increased our students fund of information in science as well as academic vocabulary. Instruction was supported by two science cluster teachers as well.

SOCIAL STUDIES

We also designated one of our cluster teachers to support this instructional initiative by teaching social studies for grades three, four and five. As a result evidence of instruction in social studies was more apparent this year in all grades than in years past. Students used the content they learned to create published writing and presentation pieces. As a result student academic and social language was also increased. Classroom teachers created units of study writing projects that focused on mastering and presenting content in different formats: creating and labeling maps, state symbols, and landmarks, highlighting explorers, activists, elected officials, and other famous people, completing timelines with significant historical events, and the changes that occurred as a result of these historical events. Students were exposed to a wide variety of reading genres that were aligned with the content, students wrote and presented in those genres to demonstrate understanding. In grades three, four and five students also took quizzes and end of unit assessments. Student progress on these assessments will be a continuing focus for next year as we continue to align our instruction with the social studies content for each grade.



SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> By June 2011 there will be a 5% increase overall for general education students meeting the end of year grade benchmark on the Developmental Reading Assessment in third through fifth grade.</p> <p>Grade Three Projected Increase spring 2011: 70% (n=72 students)</p> <p>Grade Four Projected Increase spring 2011: 63% (n=53 students)</p> <p>Grade Five Projected Increase spring 2011: 82% (n=77 students)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>We will continue to use Acuity ITAs and Predictive assessments to monitor student progress individually, by class and grade in order to plan next steps for instruction for students in grades three, four and five..</p> <p>We will work with our students to continue to develop "stamina" in reading.</p> <p>We will continue to use the FOUNDATIONS Multi-sensory Language Program to teach the mechanics of reading in grade three.</p> <p>We will continue to use guided reading, shared reading and read aloud instruction during the school day.</p> <p>We will use AM Extended day to provide additional small group instruction for students who are below standard level in reading.</p> <p>We will develop Professional Learning Communities to continue to study and practice the craft of guided reading to monitor and increase student learning.</p>
<p><input type="checkbox"/></p> <p>By June 2011 a curriculum correlation guide will be developed aligning the</p>	<p><input type="checkbox"/></p> <p>Kindergarten age students will be taking the new tests aligned with the CCSS in 2014. Our plan is to "work-upwards" to align each grade's math</p>

<p>CCSS Kindergarten level Counting and Cardinality Unit with the EDM Program.</p>	<p>curriculum with the CCSS as we go forward.</p> <p><input type="checkbox"/></p>
<p><input type="checkbox"/> PARENT INVOLVEMENT: By June 2011 we will work towards increasing the response rate of parents/guardians to the Annual School Survey by 5%.</p>	<p><input type="checkbox"/> In 2009 - 2010 we launched weekly Parent workshops/informational meetings, received the Parents As Partners Grant, and invited parents to attend classroom Writing Celebrations. Based on feedback from our Parent Survey, engagement increased. We plan to continue to improve in this area by expanding our parent involvement activities by adding Learning Leader training, reapplying for the Parents As Partners Grant, offering additional Parent/Child workshop activities on weekends, creating and maintaining a Family Welcome Center in each of our buildings.</p>
<p><input type="checkbox"/> By June 2011 grade five teachers working with the science cluster teacher will have developed and used alternative and differentiated tasks in science with students in their class to facilitate student learning and mastery of skills and content knowledge.</p>	<p><input type="checkbox"/> This goal is created in response to the recommendations received at our 2009 Quality Review regarding the need to differentiate instruction in order to meet the needs of our heterogenous population. We will begin this work on grade five.</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

LITERACY

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> By June 2011 there will be a 5% increase overall for general education students meeting the end of year grade benchmark on the Developmental Reading Assessment in third through fifth grade.</p> <p style="margin-left: 40px;">Grade Three Projected Increase spring 2011: 70% (n=72 students) Grade Four Projected Increase spring 2011: 63% (n=53 students) Grade Five Projected Increase spring 2011: 82% (n=77 students)</p> <p><input type="checkbox"/></p> <p><input type="text"/> <input type="text"/></p> <p><input type="checkbox"/></p>
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Action Plan

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

□

Support decoding, print awareness, word recognition and phonemic awareness development using Foundations Language Program, whole class in grades kindergarten through third grade.

Support development of writing portfolio growth through the use of standards based rubrics/check lists and analysis of student performance on published writing pieces.

Common planning time geared to developing literacy units of study, reviewing student work, analyze data from Acuity, and simulated tests to plan next steps.

Develop a curriculum team composed of the coaches and administrative staff who will monitor the development, support and implementation of school wide initiatives in literacy.

Develop and support defined areas for the literacy learning environments in each classroom.

Provide professional development concerning differentiated instruction.

Provide professional development about conferring with student readers and writers.

Provide professional development about analyzing student work. Discuss strengths and weaknesses and how to use student performance data to inform instruction.

Provide professional development in Foundations Language System for teachers in grades kindergarten – third grade.

Grades 3-5 -use the Acuity predictive, ITA and simulated test assessment results to tailor ELA test preparation planning and instruction.

Grades 3 – 5 will embed test sophistication strategies into the reading and writing units of study and expose students to a wide variety of genres. The Acuity website will be used to tailor instructional strategies based on student performance on the predictive and simulated assessments.

Expose students to a variety of genres during units of study.

Support the use of content area materials for literacy.

Provide ongoing assessment to determine differentiated instruction (diagnostic, formative, and summative).

Provide parent workshops focused on strategies to create home link for the support for all subgroups.

Staff responsible: Administrative staff, literacy coaches, classroom teachers, SETSS teacher.

Use cabinet meetings, curriculum meetings, common planning, School Leadership Team, ESL/ SETSS/ Collaborative Inquiry meetings to facilitate and guide school-wide grade/class/student specific results of the DRA to plan next steps.

Staff Professional Development: In house professional development and, where financially feasible, outside professional development activities.

On-going professional development in the teaching of reading comprehension strategies, vocabulary development and writing responses.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Ensure that appropriate Developmental Reading Assessment (DRA) resources are available for all kindergarten to grade five teachers. Provide materials for guided reading, FUNDATIONS. Support guided reading study groups with professional text, common planning time. Support teaching of FUNDATIONS with in-house staff development.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> DRA Administration: October 2010, January 2011, May 2011. Review DRA results in November 2010, January 2011 and June 2011 to determine student needs. Use mid-year DRA benchmark goals to monitor progress of students and facilitate flexible grouping. Use the mid-year benchmark to revise AM Extended Day student rosters and during school day flexible grouping.

Subject Area
(where relevant) :

MATH

Annual Goal <i>Goals should be SMART – Specific,</i>	<input type="checkbox"/> By June 2011 a curriculum correlation guide will be developed aligning the CCSS
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Kindergarten level Counting and Cardinality Unit with the EDM Program.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Professional development/study groups will work to align our EDM curriculum with the new Common Core State Standards. A Correlation guide will be established aligning the CCSS with the EDM Curriculum.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>. Administrative staff are funded with Tax Levy and Title 1 funds. Professional development will focus on using differentiated strategies within the classroom, aligning our EDM curriculum with the new Common Core State Standards. Schedule: September 2010 - June 2011.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> MID YEAR: Agendas, sign sheets. A preliminary correlation guide will be evident. Exemplar student portfolio work will be evident.</p> <p>END OF YEAR A correlation guide will be established and a portfolio of exemplar student work will be evident.</p>

**Subject Area
(where relevant) :**

PARENT INVOLVEMENT

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> PARENT INVOLVEMENT: By June 2011 we will work towards increasing the response rate of parents/guardians to the Annual School Survey by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Creation and management of welcome centers in main building and annex. • Learning Leader training focused on helping students in the classroom and running welcome centers. • Regularly scheduled workshops for parents/guardians. • Regularly scheduled family activities/programs. • PS 94x Website, monthly calendars, monthly newsletters, Community Bulletin Board. • Beginning of school year Meet and Greet Event. • Regularly scheduled Writing Celebrations and cultural events. • Extra-curricular performances, sport events, music recitals, competitions, Awards Assemblies, Moving Up Ceremonies. • Make available calendars and newsletters at special events. • Investigate the feasibility of creating a schoolwide e-mail database to communicate with families.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Parent Involvement Funds will be used. • Teachers, guidance, administrative staff will conduct workshops. • Parent Coordinator will schedule Community Agencies to conduct workshops. • Parents/guardians will be surveyed to find out what the needs of the parent/guardian body are. • Communication will be translated on the PS 94x Website as well as on hard copy communications that are backpacked home.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Tax Levy and Title One funds will be used to support teacher salaries, purchase of core and supplemental resources needed.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>Mid-year: Student class work and assessment tasks will be developed and piloted in science. Teachers will examine student work products to evaluate the tasks given and revise if necessary. Ongoing establishment and archiving of exemplars of student work.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	45	40	N/A	N/A	20			
1	55	20	N/A	N/A	20			5
2	40	20	N/A	N/A	20	2		5
3	50	15	N/A	N/A	20		3	5
4	50	15	15	15	20	3	3	5
5	50	15	10	10	20			3
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Classroom teachers (general education and special education), Support teacher push-in, I.E.P. and SETSS teachers will be monitoring student learning on an ongoing basis using a variety of assessment strategies and creating systems to ensure additional time and support when needed.</p> <p>Wilson: Small group instruction with 3rd, 4th, and 5th, graders conducted during AM Extended Day and the regular school day by the classroom teacher (special education, general education) push-in support teacher, IEP and SETTS teachers as needed.</p> <p>Foundations: Grades K - 3: Whole class, and small group instruction, one to one tutoring with students done during AM Extended Day and during the regular school day by the classroom teacher(general education and special education)push -in support teacher, IEP and SETTS teachers as needed . Third grade: Done whole group only during the school day</p> <p>Guided Reading: Small group instruction during AM Extended Day and during the regular school day by the classroom teacher (general education and special education). Sidewalks Reading Intervention Program and Leveled texts are used.</p>
Mathematics:	<p><input type="checkbox"/></p> <p><input type="checkbox"/>Everyday Mathematics Math Reinforcement activities and games are used for students kindergarten - fifth grade. Small group instruction during AM Extended Day and regular school day will be provided by the classroom teacher (general education and special education), I.E.P. and SETTS teachers as needed for at risk.</p> <p>Classroom teachers (general education and special education), Support teacher push-in, I.E.P. and SETSS teachers will be monitoring student learning on an ongoing basis using a variety of assessment strategies and creating systems to ensure additional time and support when needed.</p>

Science:	<input type="checkbox"/> FOSS Science Investigation Series is used. Small group instruction is done during science program implementation.
Social Studies:	<input type="checkbox"/> Small group instruction conducted during lessons in social studies lesson, during the school day.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Small group lessons are conducted during the school day. PBIS methods and strategies are used as well as peer mediation techniques. Parent support is provided: outside agencies are recommended when needed, counselor will meet with parent to offer suggestions and provide guidance.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Conducted during AM Extended Day and during the regular school day with students as needed in grades Kindergarten - Fifth grade. Parent support is provided: Psychologist will meet with parent to discuss other alternatives such as outside support groups, recommendations in behavior management strategies and additional social-emotional support strategies.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Conducted during AM Extended Day and during the regular school day with students as needed in grades Kindergarten - Fifth grade. Social Worker will also meet with parent to suggest outside agencies as needed who can provide additional support as well as other techniques/strategies that can be used at home to support the student.
At-risk Health-related Services:	<input type="checkbox"/> Small group nutrition and Asthma support groups are conducted as needed to assist students with learning healthy habits.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 300

Non-LEP 0

Number of Teachers 3

Other Staff (Specify) n/a

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.

SATURDAY MORNING FAMILY ACADEMY- Kindergarten - Second Grade. This program is created in response to the language needs of our early childhood population at PS 94x. The parents of our English Language Learner students have consistently expressed an interest in learning more about how to help their children develop their language abilities. Additionally, the results of our NYSESLAT scores indicate that our early grade students need additional support in listening and oral vocabulary development. Creating a Saturday AM Academy that focuses specifically on bringing children and their parents together to engage in rich listening and oral language based activities will assist us in achieving both goals: teaching parents how to have quality time interactions with their children and provide highly engaging activities that will foster the development of listening and speaking skills. The language of instruction will be in English with translation support in Spanish and Bengali. Students and parents will participate in two workshops each Saturday morning. One Program will focus on literature in the following areas/genres: Poetry, Math, Science and Book Creation. Each workshop will be 60 minutes in length, there will be two Saturdays devoted to each workshop theme. The second Program will focus on the Literature and Art (LAF). Children and their parents will work together to make drama, art and music based on books. Each workshop will be 60 minutes in length and develop over the course of two sessions as well. Each class will be supervised by an ESL certified teacher. The workshops will be conducted by outside providers: FLAME Co. and Making Books Sing.

Program Schedule: Dates: March 5th, 12th, 19th, 26th. April 4th, 9th and 30th.

Time: 9:00am - 12noon

Number of students: 60

Number of Parents: 50

Grade range: Kindergarten - Second Grade

Number of Teachers: 6

Number of Supervisors: 1

Number of School Aides: 1

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.

Describe the target audience.

Professional Development offering for ESL teachers, Teachers of Ells

Differentiating Instruction: English Language Learners in the

Mainstream Classroom: We have reached out to BETAC to bring this workshop series to PS 94x and are still in the process of creating this portion of the PD component for our staff. The rationale for this PD is in response to our 2009 QR feedback to be able to provide differentiated activities for our ELLs.

Most of the Workshops are free of charge, we need funds to cover the teacher when they go to the PD programs.

Professional Learning Community: Teacher created learning community to create differentiated tasks and instructional materials designed to assist ELLs in mastery of science concepts in fifth grade. A group of four teachers will meet twice a month for two hours each to create materials and as students go through the program, review student work to determine if students are able to use the materials and in doing so are mastering the concepts of the science unit Two of the teachers have ELLs in their fifth grade class, one teacher is an ESL teacher and the fourth is the science cluster for the grade.

Section III. Title III Budget

—

School: PS 94

BEDS Code: 321000010094

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	15,675.19	<input type="checkbox"/> SATURDAY MORNING FAMILY ACADEMY:

- Per diem		<p>7 Saturdays/ 3.5 hours each Saturday/ 6 Teachers= \$7333.83</p> <p><input type="checkbox"/> 7 Saturdays/4.0 hours each Saturday/ 1 Supervisor = \$1,464.88</p> <p>7 Saturdays/4.0 hours each Saturday/ 1 School Aide= \$490.56</p> <p>PROFESSIONAL LEARNING COMMUNITY FOR DEVELOPMENT OF DIFFERENTIATED STRATEGIES AND TASKS FOR ELLs in SCIENCE</p> <p>4 Teachers/ 2 hours each session/twice a month/8 months = \$6,385.92</p> <p>PER -DIEM FOR SUBSTITUTES WHEN TEACHERS GO OUT TO PD:\$7,335.81</p>
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> n/a
Educational Software (Object Code 199)	0	n/a
Travel	0	<input type="checkbox"/>
Other	Non-contractual Services \$13,,550	<input type="checkbox"/> SATURDAY ACADEMY CONTRACTED SERVICES: Making Books Sing: 7 Saturdays/2 -One hour Workshops each Saturday:\$5,250.00 Flame Co. 7 Saturdays/ 2 - One hour Workshops each Saturday: \$4,850.00

		Book Making Materails for 60 participants: \$350.00 Refreshments: \$500.00 NYSABE PARENT CONFERENCE: Parent Institute Registration Fee: 35 parents x \$60.00 = \$2,100.00 Cost of Hiring bus for trip to conference: \$500.00
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Language translation needs are met for the majority of our other language speakers. As our data indicates, we provide parent communications translated primarily in Spanish and Bengali. The other languages are provided upon need. Our translated communications are sent home with students of ELLs. These communications cover the areas of school activities related to ELLs, written and oral translations provided during parent meeting, orientations, workshops and other outside training offered through our LSO, BETAC and NYSABE organizations.

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.

Spoken Language of ELL Parents	Number of Students
Spanish	200
Chinese	2
Bengali	40
Urdu	3
French	2
Punjabi	1
Other	11

The majority of our English Language Learner population speak Spanish. All of our official communications as a result are sent home in Spanish. Recently, we have been able to secure several parents who are fluent enough to translate our documents into Bengali. We provide oral translation in Spanish and Bengali in school on a by need basis. We use the DOE translation phone service for all other translations. We have signs posted at the entrance, and in the main offices that detail this.

Part B: Strategies and Activities

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

We will also be using our PS 94x.org website to keep parents informed. Basic notices are automatically translated into different languages.

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.

Most of our oral translations are done in-house. Our parent volunteers are well trained as Parent Leaders, and we have been fortunate to have a multicultural representation that allows us to seek oral translations in Bengali and Spanish. All of our ESL teachers are bilingual and have also served as the interpreters during our required parent orientation meetings. We have also provided the Spanish translation during parent workshop as needed. We also take advantage of the DOE Phone translation service.

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

The official letters provided by The NYCDOE website have been downloaded placed on our school letterhead in order to provide parents with the three primary languages represented at our school (Spanish, Bengali, and Chinese).

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:	896,166	242,622	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,916.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	44,580.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	89,616	*	

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

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

NA

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

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

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

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

attached.

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

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

Attached

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.

Please see Narrative Section One.

2. Schoolwide reform strategies that:

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

Please see Action Plan Documents

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.

Please see Action Plan of this Document

o Help provide an enriched and accelerated curriculum.

Please see Action Plan Document

o Meet the educational needs of historically underserved populations.

Please see Action Plan Document

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.

Please see Action Plan Document

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

Please see Action Plan of Document.

3. Instruction by highly qualified staff.

100% of our staff are highly qualified.

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

We will continue to use our coaches and ESL teachers to provide model lessons and one to one coaching assistance. We will continue to organize and support study groups to advance our learning. We will continue to use outside professional development opportunities. We will

continue to schedule common planning sessions, and after-school sessions to review and revise our curriculum based on student performance data.

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

N/A

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

We will continue to offer weekly workshops ran by in-house specialists and administrative staff as well as organize and run parent education series workshops. We plan to expand the type and number of "family" events where parents/guardians and their children participate together in activities such as Arts Partnership workshops.

We will also continue to offer Adult ESL classes during the evening hours, to support our families' endeavors to learn English.

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.

We conduct family orientation in the spring in our Annex to ease the transition of our students to elementary school. We also allow parents to stay with their children if needed at the beginning of the school year. Additionally, all children are well and do attend our special class and school events which take place throughout the year.

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.

Literacy ;For students in kindergarten through fifth grade we use the Developmental Reading Assessment, to monitor school wide in house progress in reading. We use a baseline, midline and endline writing assessment to monitor school wide progress in narrative writing. We use unit based published writing pieces as interium checkpoints throughout the year. For students in grades three, four and five, we use Acuity diagnostics, predictives and web-based intervention programs to customize support for students struggling with specific concepts. Intervention measures include streaming students in First, Second and Third grade for Foundations instruction, double dosing of Foundations for students in kindergarten, first and second grade during AM Extended Day or small group instruction during regular class time. In grades three, four and five we use the Wilson Program to address lack of decoding skills. This is also done during AM Extended Day or the regular school day during small group instruction.

Math: In kindergarten through fifth grade we use Everyday Math Progress checks, and RSAs throughout the year. We also use a baseline, midline and endline for kindergarten to second grade. In third, fourth and fifth grade, we use Math Readiness Assessment - pre and post, Acuity diagnostics, predictives and web-based intervention programs to customize supports for students struggling with specific concepts.

Special service teachers, coaches, related service providers, SETTS and I.E.P. teacher meet regularly with the classroom teachers and Assistant Principals to discuss student progress and formulate next steps.

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.

At the beginning of the school year, all teachers and Administrators are provided with end of year data. All previous year math and writing portfolios are distributed to the classroom teacher. All teachers have access to ARIS. Students who are below benchmarks are immediately identified. They are invited to AM Extended day for small group instruction. This year we are using Title IIA and Title I funds to reduce class size on all grades. This will enable teachers to provide more small group intervention instruction as part of the regular school day. Additionally, we will use our I.E.P. and SETTS teacher to provide at-risk services. We will also have one Title II A Foundations and Wilson Level 1 and 2 certified teacher to work with students who continue to struggle with breaking the code.

Positive Behavior Intervention Services (PBIS) - We are in our third year of implementations and currently have an active committee. We also utilize community resources as needed for parents in need of additional services.

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.

Please see number 6.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source (I.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			195,028	True	Appendices 1 Academic Intervention Services.
Title II	State	Yes			390,056	True	Appendices 1 Academic Intervention services
IDEA	State	Yes			42,861.00	True	Appendices 1 - Academic Intervention Services

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.

NA

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

NA

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;

NA

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

NA

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

NA

4. Coordinate with and support the regular educational program;

NA

5. Provide instruction by highly qualified teachers;

NA

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

NA

7. Provide strategies to increase parental involvement; and

NA

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

NA

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

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

NCLB / SED STATUS: Corrective Action (year 2)
- Focused **SURR PHASE / GROUP (IF APPLICABLE):** NA
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.

2008

We did not make AYP or Safe Harbor with our Special Education students and English Language Learner students on the ELA State Test. We also did not make AYP or Safe Harbor on the NYS Science Test with our Special Education Students.

2009

the NYS Science Test with our Special Education students.

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.

Please see Section VI – Literacy Action Plan. Additionally we have completely revised our literacy calendar by integrating the NYS social studies and science state standards into our units of study. Our classroom teachers are also conducting additional investigations using the FOSS Science Program. We have also created a science staff developer position. The science staff developer works with the classroom teachers to learn how to conduct investigations in FOSS Science Program,, as well as developing pacing calendars, key

vocabulary concepts review activities and interim assessments. All of our Special Education teachers as well as AIS teachers and SETSS teachers are fully trained in the Wilson Program. All of our students with IEPs who show a demonstrated weakness in phonemic awareness /decoding skills, receive this instruction in small group. Additionally, all IEP students receive small group instruction in guided reading strategies. Progress is monitored using running records, the Developmental Reading Assessments and Literacy ITA's. Literacy Coaches also work with our special education teachers to differentiate reading and writing response assignments. Special Education students who demonstrate weakness in comprehension skills are provided instruction using the Sidewalks reading Intervention Program. This program is delivered by our AIS and SETTS teachers.

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 will use the Title One funds to continue professional development in science, literacy and math. Teachers formed partnerships in Guided Reading Study groups, we will continue this in 2010 - 2011. We will also continue to form partnerships and study groups that address how to differentiate instruction in math, science and social studies.

We continue to use research based methods for instruction.

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

We will also use SETRC support as well as our ICI Network to provide professional development to new teachers.

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 back pack letters home in English and Spanish. We will use the HLS to identify families who speak other languages and send the notices home in those languages. We will also host parent meetings to discuss our NCLB status and the steps we are taking to improve student performance.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We have 30 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
 All students are involved in our Mentoring Program Additionally we work closely with the families to ensure that students have health care as well as transportation to and from school. Our School Nurse, Parent Coordinator, guidance counselors and administrative staff are kept informed of any changes or additional hardships these families are facing. and follow-up on a regular basis.

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).
na

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 We provide at-risk counselling services as well as involving students in our Mentoring Program.
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.
na

CEP RELATED ATTACHMENTS

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

File Name - 28_10X094_020811-162330.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster HOT 104	District 10	School Number 094	School Name Kings College School
Principal Diane Da Procida		Assistant Principal Elizabeth Keith	
Coach		Coach	
Teacher/Subject Area Rosalee Choniuk - ESL		Guidance Counselor	
Teacher/Subject Area Carmen Ortiz - ESL		Parent Carmen Cortes	
Teacher/Subject Area Ajita Mishra - ESL		Parent Coordinator Miriam Seminario	
Related Service Provider		Other Iris Clariot - A.P.	
Network Leader Bob Cohen		Other Raquel Garcia	

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	3	Number of Certified Bilingual Teachers	1	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	43

C. School Demographics

Total Number of Students in School	1045	Total Number of ELLs	303	ELLs as Share of Total Student Population (%)	29.00%
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Part II: ELL Identification Process

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

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

1. Upon registration, the school pupil accounting secretary will call and inform an ESL licensed pedagogue to administer the Home Language Identification Survey. At this time, one of the three ESL pedagogues will interview the family using the HLIS and informally interview the child (if the child is present). Based on HLIS results, the ESL teacher determines the home language of the child and LAB-R eligibility.

After a child has been identified as an ELL, the child is given the LAB-R within 10 days of registration. Parents are then invited to attend a parent orientation through a formal DOE invite letter provided in their home language. At the orientation, parents watch the DOE video which explains the three program choices. Afterwards, they are given a program selection form at the orientation itself, where they are asked to choose a program in order of preference. The meeting is conducted by the ESL teachers, an administrator on site, and an agenda is provided. Bilingual translators in Spanish and Bengali (given that these are our predominant language groups) are present as well. Results from the parent orientation are later analyzed and provided to the principal for program determination purposes.

2. Currently, the parent orientations are scheduled as new students are admitted within a timely manner. They are conducted at least once a month and have often taken place more than once a month based on newcomer enrollment. Parents are notified of the orientation dates by formal invite letters with tear-offs (that are collected) as well as a follow up phone call for those students who have not returned tear-offs. Parents who do not attend their scheduled orientation are re-invited to the following orientation. Program selection forms are filled out and collected during the actual orientation.

3. Entitlement letters that notify parents of their child's English proficiency level and their entitlement to federally mandated ESL services are sent home with the children. The entitlement letter explains the three program choices as well as the identification process to the parent.

4. At orientations, we strive to provide translation in the native language whenever possible. Once parent selection forms from the orientations are reviewed, results are sent to the principal.

5. Parent selection forms for the current school year (2010-2011) indicate strong interest for bilingual classes, the highest number being in kindergarten. 21 parents beyond the parents whose students are already in the bilingual class exhibit preference in bilingual. So far, 2 parents in first, 3 parents in second, 4 in fourth, and 4 in fifth have requested bilingual.

6. Currently, we have one bilingual class in kindergarten. The rest of the ELL students are placed in the ESL pull out program. The bilingual class was created due to high interest in bilingual from previous registration. Currently there are vacancies for a Bilingual teacher and an additional ESL teacher to support the increase in our ELL population.

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>	1													1
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	6	6	6	6	6	6								36
Total	7	6	6	6	6	6	0	0	0	0	0	0	0	37

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	303	Newcomers (ELLs receiving service 0-3 years)	254	Special Education	13
SIFE	3	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	25										25
Dual Language											0
ESL	230	3	12	32		1					262
Total	255	3	12	32	0	1	0	0	0		287

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

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	25													25
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	25	0	25											

**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	29	52	45	40	27	29								222
Chinese														0
Russian														0
Bengali	6	6	5	4	9	5								35
Urdu		1			1	2								4
Arabic		3			3									6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	3	2	1	2	0								10
TOTAL	37	65	52	45	42	36	0	277						

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.

1a. Instructional Models:

- Transitional Bilingual Class: One kindergarten class , class receives instruction all day from one Bilingual teacher.
- ESL Push-in/pull out model : Kindergarten - Fifth Grade (currently there is an additional ESL Teacher vacancy)
Push-in / and pull-out model for Intermediate, Advanced and Long Term English Language Learner students.
Pull-out Model for all Newcomer Beginnerr English Language Learners
- Native Language Support in Spanish is available for students in our ESL model program currently in grades two and three.
- Bilingual Spanish Teacher Vacancy for a proposed additional Native Language support teacher for newcomer Spanish speaking students in grades three, four, and five.

b. Program Models:

ESL:

Newcomer students are bridged by grade K -1 , 2 - 3, and 4 -5 and by language when feasible for ESL pull-out model. Intermediate/Advanced and long-term Beginner level students receive a push-in or pull-out ESL instruction model. Their groupings are based on NYSESLAT levels in reading and writing.

2. a. According to Part 154 the Kindergarten Transitional Bilingual Program (TBE) is in compliance with the mandated instructional minutes for Native Language. 60 - 90 minutes a day for Beginner level students, 45 - 60 minutes for Intermediate level students and 45 minutes for Advanced level students. For ESL instruction, students in the TBE receive the mandated minutes of instruction for each level: 360 minutes per week for Beginner and Intermediate level students, 180 minutes for advanced level students.

ESL Instruction Only Model :We strive to provide the mandated minutes for our Beginner and Intermediate level English Language Learner students: 360 minutes a week, for our Advanced level students, 180 minutes a week of ESL instruction. We currently have an additional ESL Teacher vacancy. The additional teacher will assist us in meeting the State mandates.

Native Language Support: The ESL teacher assigned to second and third grade will also provide Native Language support to our newcomer Spanish students on these grades. In addition to this we currently have a Bilingual teacher vacancy posting to provide more Native Language Support for our newcomer Spanish speaking students in third and fourth grade.

3. Transitional Bilingual Class: All content areas have a language objective and content objective.

ESL: ESL is taught through social studies and science content for our Advanced, Intermediate and Long Term English Language Learners.

On Our Way To English is used for all of our newcomer Beginner level English Language Learners.

4.a. Our SIFE receive additional small group instruction during AM Extended Day. We also provide additional instructional support materials: books in their home language, vocabulary support with visuals, content glossaries, and computer software programs.

b. We have purchased On Our Way to English for our Beginner Level students who have been in this country three years or less. To assist our students in preparing for the ELA exam we create customized short passages with graphic organizers to assist students structuring their responses. We also take apart the multiple choice questions to assist students in understanding how the answers relate to the questions. We also take advantage of Acuity customized assignments that can be differentiated based on student reading levels.

c. Students in the three to four year range of service are also invited to our AM Extended Day small group instructional program. They receive differentiated instruction in English Language Arts through the use of graphic organizers, and small group guided reading. We also use cooperative learning activities in all our classes in during our content instruction in social studies and science. This method facilitates grouping ELL students heterogeneously with monolingual students to facilitate English Language acquisition and understanding of content vocabulary.

d. Long-Term ELLs are invited to AM Extended Day to receive small group instruction. Students who are struggling academically are monitored. If warranted, they are referred to our child study protocol.

e. English Language Learner students who are identified as having special needs will receive all mandated special education services as identified on their I.E.Ps.

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

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

5. Our targeted interventions for ELLs in ELA are Foundations (phonemic, multi-sensory program), small group guided reading instruction and Wilson support. In Math, teachers differentiate instruction based on student performance on class assessments and daily activities. Intervention in the content areas are addressed through small group differentiated strategies.

AM Extended Day Guided Reading is offered three days a week for 40 minutes

FUNDATIONS is offered five days a week for 45 minutes grades K - 3..

6. Students who have reached proficiency on the NYSESLAT will continue to be invited to our AM Extended Day Program. Students will also receive extended time and separate location.

7. To maximize and fully serve our ELL population we plan to hire one additional ESL teacher, and one Bilingual Native Language Spanish support teacher. Both vacancies are currently in our Galaxy system.. Additionally, we will actively monitor kindergarten pre-registration to ascertain whether or not we need to open additional bilingual kindergarten classes.

8. No services will be discontinued.

9. All students are included in all of our programs such as chorus, STEP, basketball club, CHAM JAM, Cook Shop, Library Open Access. We have SES programs: Sports and Arts Foundation, Learn It First(technology based) and MMCC Wrap-a Round Program. The SES Programs are small group instruction academic supplemental services. The MMCC is a afterschool recreation, homework support and enrichment program. We use the bilingual services of our Parent Coordinator to reach our Spanish Bilingual families. In addition to this we have a large bilingual Bengali parent volunteer group who assist us in reaching our Monolingual Bengali Families. All of our documents are translated into Spanish. We also use the DOE phone translation unit as needed.

10. Imagine Learning- is a web based interactive computer program that begins instruction in the student's native language, is used in our Early Childhood program grades kindergarten through second grade for all English Language Learner students.

On Our Way to English- Thematic English Language Learner Program is used with our Beginner Level English Language Learner Students.

Spanish Language leveled readers are used with our Spanish Fluent reader upper grade level students who are Newcomers.

We have content glossaries in English and English/Spanish., these books are used with our Beginner and Intermediate level ELLs.

ESL methodologies are used to teach content area vocabulary in social studies and science by both the ESL teachers and classroom teachers.

11. Native Language support In ESL native language support is offered orally and in written format in Spanish. Vocabulary cognates are also used to bridge understanding of concepts in math, science and social studies.

12. Required services support and correspond to students grade levels. Beginner and low level Intermediate students who are newcomers use On Our Way to English, this program has been purchased for each grade level. Currently for Advanced and high level Intermediate students ESL instruction is aligned to the content area instruction with a focus on development of reading and writing skills.

13. Newly enrolled kindergarten ELL students are invited to our Open House events in June. Translators are available during these events to discuss our programs and answer questions.

14. N/A

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)?

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.

1. Every year our new teachers receive professional development at school by our ESL teachers and attend seminars provided by BETAC. Our ESL teachers demonstrate how to use ESL methodologies to teach content level vocabulary and use graphic organizers to scaffold writing. BETAC seminars and workshops provide a wide variety of strategies teachers are able to use in the classroom to facilitate second language acquisition. All teachers are offered opportunities to attend additional BETAC seminars/workshops throughout the year when they are offered. Our ESL teachers will also meet with teachers to discuss ESL strategies that may be used in the classroom as well as model these strategies for classroom teachers. Our UFT Coaches have also attended ESL workshops and work with our teachers throughout the year to support instruction with ESL methodologies. We have books on tape/cds that are used throughout the school. We also use additional web based programs such as One More Story, Starfall, BrainPOP ESL, to support our English Language Learner students.

2. _____
3. Teachers receive professional development from our ESL teachers and attend DOE sponsored ESL workshops that are sponsored by BETAC. New teachers receive this support throughout their first year of teaching, experienced teachers are offered these services when requested and may sign up for professional development opportunities as they become available.

E. Parental Involvement

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

1. We have thirty Learning Leaders who are parents of our students, several of them are parents of our ELL students. They work in our classrooms with our Newcomer students, assist us with registering Newcomer families. assist with translating, and publicizing various school events.

2. We partner with FLAME Co. to provide workshops for our parents a wide variety of topics based on their interests such as: How to help your child succeed, Homework, Encouraging Positive Behavior, and Discipline. We are also offering a Parent Child Saturday Academy in the spring that is designed to have parents and their children work together in literacy and creative arts activities.

3. We send out a survey that is translated into Spanish and Bengali to ascertain the needs of our parent body. We use the survey to schedule parent workshops and provide additional services as needed to our families.

4. Our ELL parents consistently ask for support in helping their students, the majority of our workshops involve how to assist their children at home with learning English, adapting to the culture of this country, and accessing support services for medical, social and emotional needs. We also provide Saturday Parent - Child workshops that engage families together in fun academic activities that facilitate language development as well as opportunities for families to learn together.

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)	31	39	16	15	13	11								125

Intermediate(I)	2	18	19	23	9	12								83
Advanced (A)	29	9	17	7	20	13								95
Total	62	66	52	45	42	36	0	0	0	0	0	0	0	303

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	3	0	1	2	0								
	I	18	7	2	3	2								
	A	21	28	11	9	7								
	P	13	4	24	14	18								
READING/ WRITING	B	36	10	8	4	3								
	I	15	15	23	7	10								
	A	2	8	7	17	13								
	P	2	6	0	0	1								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	16	6	1	29
5	15	19	3	0	37
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	3	1			4

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	4		16		9		3		32
5	5		27		7		0		39
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	4								4

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	15		12		13				40
8									0
NYSAA Bilingual Spe Ed	1		1						2

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use the DRA to assess the early literacy skills of our ELLs. Our ELL students in the upper grades - 3, 4, and 5 have a limited vocabulary in both their native language and English. Their reading comprehension is mainly centered around the concrete level. In writing they communicate in simple sentences. We have deliberately worked on vocabulary development strategies in all content areas as well as reading for the past two years. We have expanded the model vertically in all grades. Teachers use total body response activities, visuals, cooperative learning activities to broaden the verbal and written vocabularies of all of our students. We purchased a new guided reading program that is helps to support questioning strategies and language extention activities for all of our students. Our science curriculum is hands on and inquiry based. In social studies, students participate in trips specifically designed to broaden their fund of information. In kindergarten and first grade we received a grant to participate in COOK SHOP. This is a multi-sensory program designed to teach students how to prepare healthy foods. The program is rich in vocabulary development and experiential activities designed to expand the oral and written vocabulary of our students.

2. Our students score higher on the Listening and Speaking portion of the NYSESLAT than the Reading and Writing. Additionally our students stall at the Advanced level in Second and Fourth grade on the NYSESLAT.

3. The patterns observed across the NYSESLAT modalities have significantly on our instruction. We are deliberately tailoring our strategies to take into account the academic needs of our ELLs in reading and writing. Students are paired up with more proficient learners in cooperative groupings. Additional visual aides are provided that assist students in responding to text in broader ways. Vocabulary expansion activities are provided in all content areas throughout the day as well as during read alouds and shared readings.

4. ESL Program model: Students in the upper grades are stalling at the concrete level of reading proficiency in grades three, four and five. ESL instruction for Intermediate and Advanced learners is focused on expanding student understanding of academic vocabulary and the use of this vocabulary in oral and written form. During regular classroom instruction, teachers use small group reinforcement activities that provide additional visual and oral support of concepts being taught the classroom. ESL instruction in the lower grades for intermediate and advanced students focuses on expanding oral language development using highly engaging read a louds, shared reading and guided reading texts. Students then work with graphic organizers to build sentences in a variety of ways. During regular instruction in the lower grades, greater emphasis is being placed on expanding students fund of information through hands on, highly engaging activities that force students to interact with eachother and the support materials on a broader scale. Additionally, we have purchased Imagine Learning web based computer program for all ELL students to use in the kindergartena and first grade. This program is designed to meet students at their entry point in their native language and then through the use of highly engaging activities, teaches them English.

6. We evaluate the success of our ELL programs based on the number of students who are able to advance through the proficiency levels of

Additional Information

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 094 Kings College School					
District:	10	DBN:	10X094	School		321000010094

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.2	91.9	92.2
Kindergarten	124	136	198				
Grade 1	159	154	188	Student Stability - % of Enrollment:			
Grade 2	149	148	164	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	173	151	172		92.8	92.3	89.4
Grade 4	153	157	164	Poverty Rate - % of Enrollment:			
Grade 5	171	148	148	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		77.3	90.1	89.0
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		13	38	43
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		19	11	9
Ungraded	1	5	5				
Total	930	899	1039				

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	61	56	57	Principal Suspensions	15	22	26
# in Collaborative Team Teaching (CTT) Classes	17	31	33	Superintendent Suspensions	7	11	1
Number all others	65	47	66				

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

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	194	224	TBD
# ELLs with IEPs	16	36	TBD
Number of Teachers			
	80	71	77
Number of Administrators and Other Professionals			
	23	25	14
Number of Educational Paraprofessionals			
	9	9	17

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
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	63.8	76.1	83.1
				% more than 5 years teaching anywhere	52.5	62.0	64.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	80.0	81.8
American Indian or Alaska Native	1.0	0.6	0.4	% core classes taught by "highly qualified" teachers	98.1	100.0	100.0
Black or African American	22.7	21.5	21.0				
Hispanic or Latino	58.7	59.6	63.2				
Asian or Native Hawaiian/Other Pacific	14.4	14.6	12.8				
White	2.3	1.7	2.5				
Male	50.1	49.9	51.2				
Female	49.9	50.1	48.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:	X	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	-	-	-				
Multiracial	-	-					
Students with Disabilities	X	v					
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
Student groups making	6	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					P
Overall Score:	37.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	4.1	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	2.1	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	30						
<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