



**[P.S. 226
THE NADIA J. PAGAN SCHOOL]**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: DISTRICT 10 BRONX 10X226
ADDRESS: 1910 SEDGWICK AVENUE
BRONX, NEW YORK 10453
TELEPHONE: 718. 583.5560
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 226 **SCHOOL NAME:** The Nadia J. Pagan School

SCHOOL ADDRESS: 1910 Sedgwick Avenue

SCHOOL TELEPHONE: 718 583-5560 **FAX:** 718 583-5560

SCHOOL CONTACT PERSON: Gloria Darden **EMAIL ADDRESS:** GDarden@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Robert Romano

PRINCIPAL: Gloria Darden

UFT CHAPTER LEADER: Robert Romano

PARENTS' ASSOCIATION PRESIDENT: Jimmy Gonzalez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 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
Gloria Darden	*Principal or Designee	
Robert Romano	*UFT Chapter Chairperson or Designee	
Jimmy Gonzalez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rosalind Nieves	Member/Assistant Principal	
Kathleen Danieli	Member/Teacher	
Tilleris Emanuel	Member/Teacher (Coach)	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 226 is a Pre-K-4th grade public school located in the University Heights section of the Bronx. Our school has approximately 404 students who come from diverse cultures. Many of our families come from the Dominican Republic, Puerto Rico, and Africa; 75% of our students are of Hispanic origin, 21.5% are African American.

In concert with our parents and community we want to empower every student to reach high standards to achieve academic success for lifelong learning. We are committed to fostering an attitude of caring with self respect, respect for other and their environment.

It is the vision of P.S. 226:

- * That all students will attain academic success through strong individualized/differentiated instruction.
- * To create a collegial learning community
- * To enable all students to display appropriate social behavior through our school wide curriculum of Responsive Classroom
- * To maintain a collaborative community of practice

Student success is intrinsically aligned to teacher development and knowledge of curriculum. Teachers meet on regular basis to review data, set goals and plan next steps to assist students to reach their academic potential. Teachers meet weekly to discuss curriculum units and review student work. In addition, our Inquiry Team days are utilized to study student work, analyze grade trends, review student portfolios and plan next steps for student support. As an outgrowth of our curriculum team leader development, all teachers are now curriculum team leaders utilizing their expertise when planning differentiated curriculum plan. All grades meet weekly to plan curriculum or to study inquiry team students. Our cluster teachers are also involved in inquiry study, giving them insight to the work of not only the classroom teachers, but the students as well.

Intervention and enrichment programs are also important to the well rounded development of our students.

Our Tier I supports are small group instructional programs provided for students by their classroom teachers. Our Tier II supports (more strategic support) are Wilson, Reading Recovery. A new intervention program to support our students is the Fountas and Pinnell Leveled Library Intervention. We have an intervention specialist on the early childhood grades, one for our English Language Learners (ELL) and one Special Education teacher who support small groups in the area of reading. Our Math Coach supports students and teachers across the school in need of additional math support. In addition to our support during the school day we also have an after school academic program for students in grades 3 and 4, and Saturday Supplemental Education Service (SES) providers. Lastly, our outside support providers are an AUSSIE Literacy Coach who works with teachers and an F-Status reading coach who works directly with our 4th grade students based on need as evidenced by their test result the prior year. Technology is key, as all self-contained classrooms must utilize Smart Boards and other technology to support students' differentiated learning styles. Our ELL students receive additional supports with the use of My Reading Coach and Orchard technology programs.

Our enrichment programs are: Chess-In-the-Schools, Sports Teams, visual art, Theater Moves, Peer mediators, School Ambassadors and our 3rd and 4th grade student council.

Parents and outside community organizations are also important to our students' educational development. We are pleased to be partnered with the New York City Road Runners Club- "Mighty Milers" Our partnership with our Principal for a Day, through the PENCIL organization, John Dimurro, supports our families with our annual coat drive, Thanksgiving dinner and annual holiday festivities. We are also grateful to Ana and Ray Romano, for their on-going support to build a gym for our students through the Fund for Public Schools.

With the assistance of our Parent Coordinator, parents receive information monthly through grade newsletters, our general school calendar, and the calendar of events from our Parent Coordinator. Parents also have access to a parent library. Our parent library has a variety books for adults and students in English and Spanish for parents to borrow to read at home. We will also offer our second language parents the opportunity to learn English through the "My Reading Coach" linguistic computer program. Parents will have the same experience as our students who use this program during the day.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

**CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot
(Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 226 The Nadia J. Pagan School				
District:	1-	DBN #:	10X 226	School BEDS Code:	321000010226

DEMOGRAPHICS

Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		93.0	93.1	TBD		
Kindergarten	100	80	75						
Grade 1	83	102	89	Student Stability: % of Enrollment					
Grade 2	77	77	95	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	95	71	64		88.5	90.1	TBD		
Grade 4	68	79	54						
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					84.1	79.1	94.9		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					42	55	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	441	427	404		18	10	8		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	5	0	12						
No. in Collaborative Team Teaching (CTT) Classes	12	27	40	Principal Suspensions	2	3	TBD		
Number all others	15	26	17	Superintendent Suspensions	0	2	TBD		
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants					
# in Trans. Bilingual Classes	73	42	41	Early College HS Participants					
# in Dual Lang. Programs	0	0	0						
# receiving ESL services	72	108	103	Number of Staff: Includes all full-time staff					

DEMOGRAPHICS							
only							
# ELLs with IEPs	4	2	37	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	35	37	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	8	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	TBD
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	97.1	100.0	TBD
American Indian or Alaska Native	0.2	0.0	0.0	Percent more than two years teaching in this school	60.0	64.0	TBD
Black or African American	29.0	24.4	21.7	Percent more than five years teaching anywhere	45.7	40.5	TBD
Hispanic or Latino	70.3	74.9	75.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.5	0.5	Percent Masters Degree or higher	60.0	68.0	TBD
White	0.2	0.0	0.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	97.0	TBD
Multi-racial							
Male	51.0	51.5	52.5				
Female	49.0	48.5	47.5				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)	√		
Corrective Action (year 1)			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)		
	ELA:	✓		ELA:		
	Math:	✓		Math:		
	Science:	✓		Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	-	-	-				
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	67.8	Quality Statement Scores:	

Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9 <i>(Comprises 15% of the Overall Score)</i>	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	39.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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 school's 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?
-

As a school, P.S. 226 understands the benefit of analyzing and reviewing data to support academic achievement. Our various committees review student data on a regular basis, looking for grade and school wide trends. After review of data, teaching and resources are put in place to work through the challenges that our data reveals and to replicate the growth our data presents.

We have been a School in Need of Improvement year 2 in the area of ELA for our LEP and SWD population of students since 2008-2009. We continue to be a school in Needs of Improvement Year 2 with the subgroup of LEP student in English Language Arts.

Data highlights of P.S. 226:

2007-2008- Accountability Report indicates that our school made our AYP targets in all 5 areas.

2007-2008 Progress Report- overall score **62.8% Letter Grade B** (63.0 =letter grade A)

2008-2009- **Progress Report –Letter Grade B**

2009-2010 **Progress Report Letter Grade D**

2007- 40% of our students in testing grades met **performance** proficiency levels 3 and 4 in ELA

2008- 47% of our students in testing grades met **performance** proficiency levels 3 and 4 in ELA

The comparison shows a 7% performance gain in ELA

2009- 61% of our students in testing grades met **performance** proficiency levels 3 and 4 in ELA

The comparison shows a 14% performance gain in ELA

2007 -60% of our students in testing grades made at least **1 year of progress** in ELA

2008- 75% of our students in testing grades made at least **1 year of progress** in ELA, thus showing a **15% gain** in the area of ELA, giving P.S. 226 the largest number of students making 1 year of progress in Network 14.

2009- 80% of our students in testing grades made at least **1 year of progress** in ELA, thus showing a 5% gain from 2007.

2009-80% of students tested made 1 year of progress in ELA

2009-2010 33.3% of students met performance targets in ELA

2007-67% of our students in testing grades met performance proficiency levels 3 and 4 in mathematics

2008- 76% of our students in testing grades met performance proficiency levels 3 and 4 in mathematics, thus showing a 9% gain in the area of math performance

2009- 90% of our students in testing grades met performance proficiency levels 3 and 4 in mathematics, thus showing a 14% gain in the area of math performance

2007- 60% of our students in testing grades made at least **1 year of progress** in math

2008- 44% of our students in testing grades made at least **1 year of progress** in math, thus showing a **9% decrease** in the area of math progress

2009- 56.5% of our students in testing grades made at least **1 year of progress** in math, thus showing a **11.5% increase** in the area of math progress from 2008.

2009-2010 43.3% of students met performance targets in mathematics

For the 2010-2011 school year our school community is committed to developing success in all students. As evidenced from the 2009-2010 New York State ELA and Math exams we must increase the number of students meeting levels of proficiency and making at least one year of progress. We continue to align the Professional Teaching Standards to teacher professional development needs to support students academic achievement. All teachers have received the PTS document along with professional development to help them plan lessons and to develop their instructional practice to meet the specific needs of our students.

All of our students need support in the areas of literacy and math, but our second language learners continue to struggle the most. To support this particular sub group population we have targeted small group reading intervention, language development programs, after school programs and extended day support where students are homogenously grouped based on NYSESLAT data.

The greatest barriers to our continuous improvement continue to be:

- ◆ English Language Learners who still need to develop native language skills before developing second language skill (especially academic language).

As a school community, we are aware of the challenges we face daily, but we continue to persevere. We have made gains in previous years, but we must show continuous progress. To support our students, we review test data (basic error analysis) to note our areas of improvement. We target our support, lessons and inquiry team work to support the specific needs of students. To support our students the following programs are in place: Extended Day, Saturday Academy, SES, 3rd and 4th Grade Afterschool and 2nd grade homework help. To support teachers the following is in place based on their needs assessment survey: AUSSIE Literacy Consultant, Book Clubs (Professional Literature), Professional development outside of school, inter-visitations, and Bi-weekly collaboration with an inquiry focus. All teachers plan curriculum units as a grade team with a specific focus on sub group populations such as English Language Learners and Special Needs students.

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.

Indicators of Interim Progress and/or Accomplishment

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

Monthly attendance for meetings and activities
Increased number of parents utilizing the Parent Room
Teachers will notice an improvement in completion of homework and assignments
Increased log- on to ARIS

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of students meeting levels of proficiency by June 2011 on the English Language Arts Exam. The goal for our present 4th grade students is to maintain the 23 students reading on a level of proficiency and to decrease the 33 NP students by 11 thereby achieving 60% of proficient 4th grade students (performance).</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Review performance indicators (error analysis) • All classes have an additional support person or there are two teachers (ICT) classes to provide small group instruction Teachers will informally assess NP students 3 times per month with running records. They will use this informal data to provide differentiated lessons for students • Teachers have received additional training with our formal reading assessment of Fountas and Pinnell to support a common understanding of our formal assessment as a school community. • Students will be formally assessed three times a year. Teachers will create rigorous goals to support students in the area of literacy. Teachers will also monitor goals to ensure that students are meeting the goals. Students not meeting goals will receive intensive intervention support. • We have an F-status licensed reading coach who will work with our NP students twice a week utilizing small group instruction, Fountas and Pinnell, which is a researched based program, intervention kit. All students will be given a pre and post test for planning and support purpose. • We will also have the support of an AUSSIE literacy consultant for 25 days, who will work with 2nd-4th grade teachers on rigorous, planning, supporting teachers with modeling, and supporting teachers to have a common understanding of what is standards based work • We have an AIS provider who works specifically with ELL students 4 days a week with small group instruction. ELL students who have one to two years in the country will receive small group support with technology program “My Reading Coach” and

	<p>Orchard with are linguistically and independent reading programs respectively.</p> <ul style="list-style-type: none"> • • Homogenously group students and provide standards based programs for Extended Day. • Saturday Supplemental Educational Service programs • Progress monitor data every 8 weeks • Provide teachers professional development in the area of literacy. <p>Provide collaborative study groups in the area of literacy</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>FUNDING: FSF, Title I, Title I HQ(Teacher PD) AIS Support providers, AUSSIE Literacy Coach, Afterschool and Saturday Academy. Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Progress monitor data every 8 weeks teacher assessments • Review Running Records every 4 weeks • Formal Assessments Fountas and Pinnell – three times per year Review overall school data and progress • Acuity Assessments

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students meeting levels of proficiency on the New York Math Exam by June 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Review performance indicators (error analysis) and teach small group or whole class lessons • Math Coach to support curriculum planning and small group instruction • AIS support for ELL students • Orchard Technology program which provides individualized instruction for IEP students • Students grouped homogenously during extended day using programs such as Kaplan and Measuring Up. Using pre and post assessments to monitor student progress • Review of monthly Everyday Math End of Unit exams for NP students to monitor progress • Saturday Supplemental Education Service program • Use of math reflection journals to review students' understanding or problem solving ability • Utilize math centers providing students with additional differentiated assignments, especially in their areas of deficiency • Provide teachers with professional development and collaboration time
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>FUNDING: FSF, Title 1, Title 1 HQ Math Coach Afterschool Saturday Academy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Review EDM end of unit data monthly Acuity Progress monitor- Baseline, Midline and Endline results –three times per year Teacher Assessments</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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	1	0
1	77	76	N/A	N/A	N/A	N/A	7	0
2	63	55	N/A	N/A	N/A	N/A	1	0
3	70	72	N/A	N/A	N/A	N/A	8	0
4	51	44	25	25	N/A	N/A	9	0
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	This year we have three support personnel in the building. Our full time early childhood reading specialist works with first and second grade students who are far below grade level utilizing the Fountas and Pinnell intervention kit. Additionally, she supports in the classroom with small group strategy lessons. Our ESL intervention support person is supporting our ELL students on vocabulary development, reading strategies and is in the beginning stages of implementing the Fountas and Pinnel Intervention Kit. We have three classroom teachers who utilize Wilson during the day as another intervention. All first grade extended day students receive Foundations as an intervention in extended day. This year we have an F Status reading specialist who supports our fourth grade students with reading comprehension and test taking skills. Our special education teachers are in the beginning stages of technology integration as a support for our special education students in literacy. We have an AUSSIE consultant who is supporting teachers on third and fourth grade to support their unit planning and delivery of instruction.
Mathematics:	The Math Coach will provide support to classroom teachers to further their understanding when planning and developing differentiated math lessons. Students will participate in the Math Message, Mental Math activities, on-going learning and practice, group work, individualized instruction, and AIS (during school and after school, as well as Saturday Academy and Extended Day instruction).
Science:	Science taught by classroom teachers, in addition to the science cluster (for fourth grade) will be responsible to support science for 4 th grade students. Teachers are responsible to maintain science materials in all classrooms. All teachers will be responsible to create science assessments and project to ensure student understanding of each unit. All grades will participate in a science fair. Provide a minimum of three instructional periods per week. Science homework assigned weekly. Collaboration of planning by grade will take place throughout the month. This year we will implement the FOSS program in grades 3 and 4.
Social Studies:	Lesson planning with the grade. Curriculum unit mapping. Identifying and collecting resources, including guest speakers and field trips. Off site seminars and workshops at various institutions (ie: Wave Hill, Bronx Zoo, Museum of Natural History) All classes are familiar with the Social Studies Scope and Sequence to provide at risk students with RAFT projects. These projects will be based on student needs and interest levels.

At-risk Services Provided by the Guidance Counselor:	Currently we do not utilize the guidance counselor for at risk services. We utilize our Bilingual and Monolingual Social Workers for At risk services
At-risk Services Provided by the School Psychologist:	Ensure effective management of the evaluation process. Administer timely psycho-educational assessments. Facilitate IEP meetings. Conduct classroom observations. Determine the need for Psychological evaluation. Consult with school staff parents, and students regarding behavioral management issues and concerns. Serve on school-level committees, other related duties.
At-risk Services Provided by the Social Worker:	Obtain parental consent for evaluation. Explain due process right to parents. Determine guardianship and obtain surrogates if needed.. Conduct social histories, social history updates. Participate in IEP meeting as appropriate. Conduct classroom observation as needed. Provide consultative and support services to students, parents and school personnel, serve on school-level committee, provide ERSSA services, including counseling and at risk AIS.
At-risk Health-related Services:	Liaison between professional care provider and hospital at large. Refer students to appropriate healthcare professional, if anything is detected at school. Inform parents if child has seen by a school healthcare professional. Provides students First Aid and Health Education Programs such as Open Airway for schools. An asthma management program for students with asthma. Provide health information for the school community.

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

NCLB/SED requirement for all schools

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

See Attachment – 21 pages attached “LAP 2010”

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

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP

Part B: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 2-4
TEMPLATE - MAY 2010

Numbers of Students to be served: 75 LEP X Non-LEP

Number of Teachers 5 teachers **Other Staff (Specify)** Administrator **Total:** 5 teachers 1 administrator
School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Part 1. High Quality Instructional Title III Program

The *Title III Academy Program* will be held on Saturdays and will run from December 2009 to May 2010. The program will service 75 English Language Learners, second, third and fourth grade, who are not meeting benchmark levels in literacy. These students will be serviced by five Bilingual/ESL teachers for fifteen sessions. The goal of the program is to enhance the English proficiency level of those students as well as assist them in moving five levels on the Fountas and Pinnell Formative Assessment.

The Program will take place on Saturdays from 9:00AM to 12:00PM for fifteen sessions. The targeted starting date is December 12, 2009.

The purpose of the program is to :

- expose the students to listening, speaking, and reading strategies through the use of read aloud and , shared reading to improve oral language through discussions, accountable talk
- Increase vocabulary, words in context , word study and phonics
- Increase writing skills through interactive writing and differentiated activities to include reading response
- Increase reading comprehension through the use of and connection questions and self monitoring for sense that requires higher order thinking skills in a variety of formats

The teachers will plan activities that would modify speech rate, incorporate reading strategies, and plan lessons to meet individual needs in reading such as context clues, story telling, synthesizing information, word/sentence comprehension. Furthermore, we will continue reinforcing and implementing ESL strategies that will foster language concepts and grammar, through the use of the four language

modalities (reading, writing, speaking and listening).

The National Reading Panel's report contained a comprehensive and detailed analysis of the best research available on teaching children to read. It identified the five areas that are essential for effective reading instruction, which are the components of this intervention program; phonemic awareness, phonics, fluency, vocabulary and word study.

The data that supports this program's rationale are the results of the NYSESLAT and ELA tests from the spring 2009. After close analysis the following was determined and considered relevant to our focus:

- 38% of our entire school population is English Language Learners.
- 131 students were NYSESLAT tested last year
- 90 students (69%) had previously taken the NYSESLAT.
- 41 Students (31%) took the NYSESLAT for the first time
- 49 students (54%) previously tested made at least one level of growth.
- 41 students (46%) did not show growth.
- 34 (38%) students remained the same.
- 7 students (8%) dropped at least one level.
- 4% of tested students achieved Proficiency level
(1 Bilingual student and 4 ESL students)
- 37 ELL students took the ELA exam; 32 students passed

The teachers will provide direct instruction to no more than fifteen students, small guided groups and individually. The teachers will provide students with opportunities to acquire content language and vocabulary scaffolding strategies to make lessons comprehensible. The five participating teachers all have the required qualification of Bilingual Common Branches with Extension or ESL Certification. They will analyze the data to group the students by level and needs in the four modalities. The supervisor in charge is an assistant principal who will facilitate the program. This is required in order to open the school on Saturdays.

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.

Part 2:

Quality of Professional Development

The Professional Development program will align with the Title III instructional program by need of the ESL and Bilingual teachers and ELL students. The five bilingual/ ESL teachers will participate in the Professional Development to improve their teaching practice. These workshops will also be open, on voluntary bases, to all teachers who work with ELL students. It will take place one afternoon per month for 5 months, two hours each session. The focus of the Professional Development will be to strengthen English Literacy Development through improved Bilingual/ESL teaching methods and language awareness. All training activities are designed to support ESL and Bilingual teachers implementing an effective ESL Program and ensure that all students are challenged to achieve high standards. The Professional Development presenters will be supervisors, consultants, coaches and teachers with expertise in the following topics:

Professional Development Topics	Date
<ul style="list-style-type: none"> ▪ Over view of the Reading Intervention Program “Just Right Reading” <ul style="list-style-type: none"> Literacy Instruction Vocabulary Development Writing Component 	December 10,2009
<ul style="list-style-type: none"> ▪ Reading / ESL strategies and skills to increase reading comprehension 	January 11, 2010
<ul style="list-style-type: none"> ▪ Analyzing data to improve instruction <ul style="list-style-type: none"> Implication for Teaching Goal Setting 	February 11, 2010
<ul style="list-style-type: none"> ▪ Differentiating Instruction 	March 11, 2010
<ul style="list-style-type: none"> ▪ NYSESLAT Review 	April 15, 2010

**Part 3:
Parent and Community Participation Activity**

The Parent Involvement Program will be a parent/child Interactive Literacy Program. The goal of this program is to expose our parents to the literacy process that their children experience on a daily basis. Having the parents and child share and enjoy books reading together and engaging in discussions pertinent to the literacy that will help us to accomplish this goal.

Through a series of five workshops conducted by the Flame Company in English and Spanish, a company that provides workshops that integrates activities that support the needs of our population. The workshops will include the following topics:

Topic of Parent Workshop	Date
<ul style="list-style-type: none"> ▪ Help Your Children at Home with Vocabulary This workshop provides specific, easy to implement ideas parents Can use at home to build vocabulary. 	January 2010
<ul style="list-style-type: none"> ▪ Helping Your Child Succeed! Building Good Learning Habits This workshop shows parents how to prepare children for new and Difficult situations they encounter every day 	February 2010
<ul style="list-style-type: none"> ▪ Parents On Board – Part One - Building Academic Skills through Parental Involvement This workshop will show parents with positive ways to Support their child 	March 2010
<ul style="list-style-type: none"> Part Two - Discussing and Questioning This workshop will support with effective and positive discipline Methods 	March 2010
<ul style="list-style-type: none"> Part – Three Helping Your Child at Home with Reading and Writing This workshop will support with ideas to be an effective Coach for your child without having to be an expert. 	April 2010
<p>Culminating Project (Parent/Child)</p> <ul style="list-style-type: none"> ▪ Program Culminating Activity, parents and students read together Reading activity 	May 2010

Parent and child write a memoir together and create a book to take home.

Form TIII – A (1) (b)

School: PS 226 Bronx

BEDS Code: 321000010226

Title III LEP Program

Part 4

School Building Budget Summary

The funds will be used to supplement English Language Learners with a Saturday Academy Program that will expose students to a rich supplemental program that will promote language development for our Ell's. A total of 75 student's grades 2-4 will participate in the Saturday Academy. The supplemental program that will be used is "Just Right Reading" Intervention Program to teach and practice the five

essential reading strategies with captivating fiction, fantasy, and informative text, This program addresses all five essential elements of reading plus oral language development, shared/guided reading, and independent reading, word study, writing, plus oral language development, and word study Throughout the program our students will benefit from the multiple repetitions of new words as they are introduced in varied context. The supervisor in charge is an assistant Principal, with a literacy background. The professional development will take place one afternoon per month for 2 hours. The main focus of the Professional Development will be to continue to strengthen English Literacy Development through improved Bilingual/ESL teaching methods and language awareness. All training activities are designed to support ESL and Bilingual teachers implementing an effective ESL Program and ensure that all students are challenged to achieve

High standards. The Parental Involvement Program will consist of a parent/child Interactive Literacy Program provided by Flame Company. The workshops shows parents how to prepare children for new or difficult situations they encounter and help them make responsible decisions, easy to implement ideas parents can use at home to build vocabulary, how to support with different learning styles, and how to be an effective coach without having to be an expert. This program will engage parents and their children in activities pertinent to the established goal.

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of Expenditure in this category as it relates to the program narrative for this title.
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	15,786.58	<p>Teachers Per-session - 5 teachers December 2009 – May 2010</p> <p>Direct Instruction</p> <p>3 ½ hours each Saturday for 15 sessions. 52 ½ hrs. X 4 Teachers X 48.98= 10,285.80</p> <p>Administrator Per-session 1 - December 2009- May 2010 3 1/2 hrs each Saturday for 15 sessions 52 ½ hrs. X 1 X 52.21 2,714.92</p> <p>Total: Per- Session 15,786.58</p>

Professional Development	3,433.42	<p>Total: Professional Development 3,433.42</p> <p>Professional Development / Data Analysis</p> <ul style="list-style-type: none"> • Overview of the Reading Intervention Program • Reading and ESL Strategies • Analyzing Data • Differentiating Instruction • NYSESLAT Review
Purchased services such as curriculum and staff development contracts		
Supplies and materials	3380.00	<p>Instructional Materials: Intervention books, “Just Right Reading Intervention Program , NYSESLAT review, “Empire State NYSESLAT” student book, consumable materials: paper, 6 dozen pencils, 2 big boxes of crayons, 2 boxes of markers, writing paper, 6 boxes of folders, 6 dozen notebooks, : Blank books, ink and photo paper, crayons, markers, clue, construction paper, certificates</p> <p>Total: 3380.00</p>
Travel		
Parental Involvement	1,500.00	<p>Parental Involvement: December 2009- May 2010 The Parents will be invited to participate in 5 workshops, one session monthly. The workshops conducted by: The Flame Company</p> <ul style="list-style-type: none"> ▪ Help Your Children at Home with Vocabulary, this workshop provides specific, easy to implement ideas parents can use at home to build vocabulary.

		1 ½ hr workshop 300.00 <ul style="list-style-type: none"> ▪ Parent On Board- Building Academic Skills through Parental Involvement Set of three workshops 1 ½ hr each workshop X 3 900.00 Preparing your child to Succeed Encouraging Positive Behavior Reinforcing your Child's Academic Skills ▪ Helping Your Child Succeed! 1 ½ hr workshop 300.00 Total amount for workshops: 1500.00
		<ul style="list-style-type: none"> ▪ Program Culminating Activity, parents and students read together Reading activity Parent and child write a memoir together and create a book to take home. Total for parental involvement 1500.00
	24,100.00	Total 24,100.00

CHECK THE COLUMN THAT STATES WILL USE LAST YEAR MODEL AND THESE ARE THE FOLLOWING CHANGES

Part 1 High Quality Instructional Title III Program

Tuesday and Wednesday Program from 3:40 PM – 5:15 PM for 30 sessions

The data to support the program's rationale are the results of the 2010 NYSESLAT and ELA Scores

- 34.45% of our entire school population are Second Language Learners
- 149 students were NYSESLAT tested last year

- 33 students scored at level beginning , last year 42 students scored at the beginning level
- 38 students scored at the intermediate level. Last year 31 students scored at the intermediate level
- 45 students scored at the Advance level, last year 34 students scored at the Advance level
- 33 students scored at level of proficiency, last year 4 students scored at level of proficiency

Professional Development

Dates:

December 15, 2010

January 12, 2011

February 9, 2011

March 9, 2011

April 13, 2011

Parent Workshop Dates

January, 2011

February, 2011

March, 2011

April 2011

May, 2011

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The following information and data id used to provide parents with appropriate and timely information:

- Home Language Surveys- detailing the language parent speak at home

- ATS information- language spoken by the children
 - Parent and teacher request
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.

All school correspondence and monthly calendars are written in English and Spanish based on the evidence of our Home language Surveys. In addition, our office staff members are fully bilingual in English and Spanish and are available to support parents. All findings are reported to the members of the School Leadership Team. Parents who participate on our SLT report the information during their monthly parent meetings. Reports cards are given to parents in the language spoken at home, even if the students are in a monolingual class.

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.

All written translation services are in English and Spanish, because and are provided by a school staff member (Bilingual Teacher). Other languages that may be in need of translation in other languages will be submitted to the translation Service Unit.

We have a parent library which contains books and materials in English and Spanish to support our school population. The books will support parents to help their children with homework and class work.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services provided are:

- Office staff is Bilingual and provide translation for parents
- Bilingual Staff Developer and ESL teacher provides translation services for monolingual teachers
- Administration (1 Assistant Principals) is bilingual
- For Parents who speak an African dialect- we will use outside vendors to support for Parent Teacher conference if the need arises.

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>.

All parents will receive Chancellor's Regulations A-663 regarding parental notification at our Parent Teacher Conferences, parent meetings, and through general distribution.
The telephone number for the Department of Education Translation Service is posted at the School Safety Agent's desk for parent reference

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$488,127.00	\$476,573.00	\$964,700.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4881.00	\$4765.00	\$9,646.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$24,406.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$48,813.00	*	

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

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School wide policy statement addressing the school’s Parent Involvement Policy and Goals.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. PS 226 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Association, School Leadership Team, Orientation Day, Parent Teacher Conferences, and all school events.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

Holding monthly PA meetings, SLT and all sub-committees of all these bodies, Parent Teacher conferences, Movie Night, orientation meeting for incoming Kindergarten families, workshops, and developing a parent resource center. Our procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents are the following: monthly calendars sent home with students, notices sent home regularly, Parent Bulletin Board, and our school website, www.ps226.org. In addition to the above-mentioned available parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The PA also prepares bulletins and the school arranges for the distribution of these flyers to every child. Full school mailings are conducted at various times during the year.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

PS 226 will conduct new PA and SLT elections to be held in early October to elect a new board for both. The PA Executive Board and School Leadership Team members will meet with Principal at regular monthly meetings. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PA President is a mandatory member of the team. The School Leadership Team is

involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.

How we will assess the efficacy of our involvement plan.

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. A Needs Assessment Survey is distributed at the beginning of the year.

How we will involve parents in the development and approval of the School/Parent Compact.

The Compact is developed after consultation with the parents and the administration. A general Parent Association meeting is held to elect a new executive board. The first PA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There is another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard.

Description of How School will Implement Required Parental Involvement Policy Components

1. PS 226 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

풀책 Hold Monthly Parent Association meetings

풀책 Hold Monthly School Leadership Team Meetings and invite parents that are not part of the board to sit in on all meetings

2. PS 226 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

풀책 Whenever available, parents are invited to participate in school-wide events like book fairs, health fairs etc. in order to promote a family environment with staff and parents.

3. PS 226 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

풀책 Monthly workshops are provided on a variety of topics like ELA, Science, Social Studies, Math, Exam preparation, and computer workshop to help parents stay informed.

4. PS 226 will coordinate and integrate Title I parental involvement strategies under the following other programs: Cornell Coop, ESL My Reading Coach.

5. PS 226 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically

disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. PS 226 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - i. The State's academic content standards
 - ii. The State's student academic achievement standards
 - iii. The State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators: ARIS Parent Link workshop, and workshops on the specific assessments including the NYSESLAT, ELA and NYS Math Exam.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: ESL workshops, technology workshops

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - 풀책 Parent Association President will serve as a liaison between parents, school and the district. Responsibilities will include workshops, school-wide events i.e. book fairs and health fairs.
 - 풀책 PA President to collaborate with teachers to help promote any school events to parents. This will promote a family environment within the school community.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other request, and, to the extent practicable, in a language the parents can understand:
 - 풀책 Monthly calendars are distributed to students and posted on the school website for parents. Regular mailings include: school calendar, dates-to-remember, any/all information sent from the district office and more.

폴첸 Information is given out in English and Spanish but translations for other materials are requested from the Translation and Interpretation Department provided by the Department of Education.

III. Discretionary School Parental Involvement Policy Components

The school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, the following discretionary activities listed under section 1118(e) of the ESEA:

- paying reasonable and necessary expenses associated with parental involvement activities, including child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times in order to maximize parental involvement and participation in the children's education;
- developing appropriate roles for community-based organizations and businesses in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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

P.S. 226, parents and students participating in school activities, services and programs funded by Title 1 (participating children); agree that students, parents and staff participating in the Title 1 programs will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

P.S. 226 will:

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all participating children meet the State's academic achievement standards.
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent teacher conferences are held twice annually.

- Provide parents with frequent reports (tri-annually) on their children's progress. Specifically, the school will be provide reports as follows:

Student report cards are distributed three times a year and student promotion in doubt letters are sent home a minimum of twice a year.

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

Implementation of Meet The Teacher in the beginning of the school year in the evening so that parents can meet the teachers and hear the expectations in the beginning of the school year. Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.

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

The PA will host a number of events each year that allow parents the opportunity to be involved directly in school activities.

Parent Responsibilities

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

- Supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment encouraging for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
 - ensuring that my child sleeps well so that they are ready to learn
- participating, as appropriate, in decisions relating to my children education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with school by promptly reading all notices from the school or school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accepts consequences for negative behavior;
- being aware of and following the rules and regulations of the school district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

Student Responsibilities

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

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

P.S. 226 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- involve parents to the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
- hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs requirements, and to explain the Title 1 Part A programs. The school will convene the meeting at a convenient time to parents, and will offer flexible number of additional parent involvement meetings, such as morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1 Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation about the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;

- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in at least English language arts, and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher not highly qualified within the meaning of the term in Section 200.56 1 Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide 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.

- 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.
 - A school wide needs assessment was completed after looking at assessment data from 2009-2010. The needs assessment helps to focus our differentiated instruction model to meet the needs of students and provide Professional Development for teachers. In addition a needs assessment/survey was provided for parents to gain an understanding of their specific needs.
1. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - We provide over 300 students with Extended Day academic and enrichment programs. These programs are based on student needs in the area of Literacy, Math, ESL, Music, Art Chess, and physical education.
 - In addition, we offer before school support for our Intermediate and Advance English as a Second Language students to assist them to move at least 1 level on the New York State English as a Second Language Assessment Test.
 - We have a summer school program/After school for our first and second grade students to move students from Levels 2 and 3 to Levels 3 and 4.
 - After careful review of student assessment data students from first and second grades who are Level 2 and 3 in either Literacy or Math are invited to attend our Title 1 Summer School Program.

- All of our Limited English Proficient students receive Academic Intervention Support through small group or technology based programs: Orchard and My Reading Coach.

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

- All students are provided with small group assistance either by the classroom teacher as Tier I support or by an AIS provider –Tier 2 support.
- 1st-4th grade students participate in Extended Day programs in math and literacy
- ELL students receive additional support with small group language intervention
- In addition to receiving academic support our at risk students also receive support from our school social workers
- SES programs will also serve all our title 1 students with a Saturday program
- Enrichment students participate in programs such as art and chess.

2. Instruction by highly qualified staff.

All of our teachers are highly qualified in their respective subject areas

3. 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 School wide Program to meet the State's student academic standards.

All staff participates in a wide variety of professional development offerings. Staff participates in Integrated Service Centers in each borough (ISC) and school wide professional development. We have Literacy and Math Consultants who support teachers and conduct workshops too.

4. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - The administrative team participates in Teacher Hiring Fairs, NYC Teaching Fellows, Teach for America. We invite perspective teachers to visit the school. We offer intensive new teacher support and mentoring to our new teachers.
5. Strategies to increase parental involvement through means such as family literacy services.
 - We have family “Curriculum Days/Nights” to inform parents about the instruction in the classrooms. We also offer parents support with how to help your child in all curriculum areas. All administrative teams support parents with meetings, classroom celebrations, parent workshops, and ESL classes. Our Parent Coordinator provides at least 4 parent workshops per month to assist parents to support student achievement
6. 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 keep Kindergarten classes small and each class includes the support of an Educational Assistant at least 2 times per week. Parents are invited to participate in school/class programs to help their child to transition from pre-K programs. We have one Pre-K program and many of our students remain in our Kindergarten classes.
7. 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.

Through the School Leadership Team membership, information is disseminated and teachers have the opportunity to discuss the benefits or hindrance of particular assessments. Teachers also participate on their grade Inquiry Team projects, making the decision based on data what they would like to study. All grades receive an allocation to purchase materials for the benefit of the needs of their students.

8. 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.
 - All Academic Intervention Support programs must assess the academic growth of all students. Progress Reports are given to parents twice per year.
 - All students are monitored by their classroom teachers. Additionally, whole school data is monitored by the administrative staff with the Academic Support providers to insure that students are meeting the goals of all support and classroom programs. This includes our targeted population of Limited English Proficiency students.

- Monitoring assessment helps us to provide our students with enrichment and intervention activities. Assessments are monitored on a 6-week basis to review if student’s needs are being met and to plan next steps.
9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- We have a Wellness Committee
 - SAPIS Worker
 - Peer Mediators
 - Parent ESL classes
 - Parent Library in English and Spanish – with titles on How to Support Their Children in all Academic Areas.
 - A Social Worker for at risk students to work with groups of students who are in need of at risk counseling services.

Our Parent Coordinator also works with Community Based Organizations to support parents and students in the areas noted above..

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

Explanation/Background:

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

Consolidating funds in a School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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, School wide 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 School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide 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 School wide 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 School wide 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 school wide 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 School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the School wide Program (✓)			Amount Contributed to School wide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$410,026.00		
Title I, Part A (ARRA)	Federal	X			\$47,097.00		
Title II, Part A	Federal	X			\$468,637.00		
Title III, Part A	Federal	X			\$24,660.00		
Title IV	Federal		X				
IDEA	Federal	X			\$55,107.00		
Tax Levy	Local	X			\$2,281,432.00		

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.

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.

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.

We are currently utilizing the Fountas & Pinnell Intervention kits for the first and second grade students and the ELLs who meet the requirements for the program. Additionally we utilize Wilson, Foundations, GPS, Kaplan, My Reading Coach, Orchard, and All components of EDM to utilize the whole program.

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

Teachers administer pre-tests to ensure that they begin to deliver instruction that meets the needs of the students. Teachers plan their lessons based on student data. Additionally pacing calendars are given to support teacher planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: GS **SURR³ Phase/Group (If applicable):** _____

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

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

As of the 2009-2010- we met all AYP targets and are deemed in a holding pattern

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

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

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

Please Review Goal Section of the Document

School Under Registration Review (SURR)

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

Teachers and mentors (Title 1 Assistant Principal and math Coach) articulate weekly to discuss modeling, peer observations, feedback and any ongoing instructional needs. The Santa Cruz Collaboration model is followed by our two Mentors. Our mentor (Math Coach) is also Academic Intervention support providers who assist teachers with monitoring the academic progress of their students.

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

- Parents have been notified about our school status and our first Parent Meeting "Meet the Teacher" in September and again in October at the grand opening of our Parent Room. Parents are also made aware of our status through letters sent home with students. All letters are translated in Spanish for our Bilingual population.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

2. Please describe the services you are planning to provide to the STH population.
AIS small group support, After school and Saturday academy programs, At-risk Counseling services.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 226					
District:	10	DBN:	10X226	School		321000010226

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	18	18	18		93.0	93.1	93.0
Kindergarten	80	75	73				
Grade 1	102	89	90	Student Stability - % of Enrollment:			
Grade 2	77	95	88	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	71	64	86		88.5	90.1	90.3
Grade 4	79	58	57	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 6	0	0	0		84.1	94.9	97.4
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 9	0	0	0		42	55	42
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 12	0	0	0		18	10	8
Ungraded	0	5	8				
Total	427	404	420				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	12	26	Principal Suspensions	2	3	5
# in Collaborative Team Teaching (CTT) Classes	27	40	47	Superintendent Suspensions	0	2	2
Number all others	26	17	9				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	42	41	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:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	108	103	TBD
# ELLs with IEPs	2	37	TBD
These students are included in the General and Special Education enrollment information above.			
Number of Teachers	35	37	36
Number of Administrators and Other Professionals	7	8	8
Number of Educational Paraprofessionals	2	2	3

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	97.1	100.0	97.3
				% more than 2 years teaching in this school	60.0	64.9	77.8
				% more than 5 years teaching anywhere	45.7	40.5	58.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	60.0	68.0	80.6
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	97.0	96.0
Black or African American	24.4	21.5	22.4				
Hispanic or Latino	74.9	75.0	76.4				
Asian or Native Hawaiian/Other Pacific	0.5	0.5	0.5				
White	0.0	0.7	0.7				
Male	51.5	52.5	51.4				
Female	48.5	47.5	48.6				

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	D	Overall Evaluation:					WD
Overall Score:	14.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	7.4	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	6.9	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	0.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

Appendix 3: Language Translation and Interpretation

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The following information and data is used to provide parents with appropriate and timely information:

- Home Language Surveys-detailing the language parents speak at home
- ATS information-language spoken by the children
- Parents and teacher request

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.*

All school correspondence and monthly calendars are written in English and Spanish based on the evidence of our Home Language Surveys. In addition, our office staff members are fully bilingual in English and Spanish and are available to support parents. All findings are reported to the members of the School Leadership Team. Parents who participate on our SLT report the information during their monthly parent meetings. Report cards are given to parents in their language spoken at home, even if the students are in a monolingual class.

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.*

All written translation services are in English and Spanish, because and are provided by a school staff member (Bilingual Teacher). Other languages that may be in need of translation in other languages will be submitted to the Translation Service Unit.

We have a Parent Library which contains books and materials in English and Spanish to support our school population. The books will support parents to help their children with homework and class work.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services provided are:

- Office staff is Bilingual and provide translation for parents
- Bilingual Staff Developer and ESL teacher provides translation services for monolingual teachers
- Administration (2 Assistant Principals) are bilingual
- For parents who speak an African dialect-we will use outside vendors to support for Parent Teacher conference if the need arises.

3. *Describe how the school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services.*

All parents will receive Chancellor's Regulations A-663 regarding parental notification at our Parent-Teacher Conferences, parent meetings, and through general distribution. The telephone number for the Department of Education Translation Service is posted at the School safety Agent's desk for parent reference.

**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 Bob Cohen CFN	District 10	School Number 226	School Name Nadia J. Pagan
Principal Gloria Darden	Assistant Principal Mrs. Nieves/Mrs. Jawski		
Coach Math: Tilleris Emanuel	Coach type here		
Teacher/Subject Area ESL: Kilsia Montolio	Guidance Counselor Bilingual: Mrs. Gomez		
Teacher/Subject Area Bil. Support: Ms. Echevarria	Parent Mr. Gonzalez		
Teacher/Subject Area Bil. Special Ed.: Ms. Rivera	Parent Coordinator Mr. Urena		
Related Service Provider Ms. Pritzker	Other Data Specialist: Mr. Romano		
Network Leader	Other type here		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	4	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	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	418	Total Number of ELLs	144	ELLs as Share of Total Student Population (%)	34.45%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

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

Paste response to questions 1-6

Part II: ELL Identification Process

For the past few years, P. S. 226 school community has been having a great influx of students from different ethnic backgrounds, mainly parents whose children are from Hispanic backgrounds. These students tend to be new to the country or either born in The United States. Our ELL initial identification process begins at time of registration with the Home Language Identification Survey (HLIS) and responses, and an oral interview, in which our ESL trained state certified provider, Kilsia Montolio and our Bilingual Coordinator are highly involved to support this procedure in order to determine eligibility for our English language Bilingual and ESL services offered at the school. Our goal as a school is to identify those students who are entitled to ELL services and align parents' program selection with programs available at the school and provide information on other program choices offered in New York City schools.

The following screening and assessment instruments are in placed in our school:

- First, when parents enroll their child at P. S. 226 school community, it becomes our responsibility to conduct an oral interview in English and in the Native language (mostly in Spanish) to obtain a more holistic and comprehensive picture on the child and parent home language background. This procedure includes a set of questions that mostly come from the Home Language Identification Survey (HLIS), in which the parent and child demonstrate fluency of both languages and how often these languages may be used at home, with siblings, and other caregivers. Throughout the interview parents are also provided with important information about the purpose of the assessment and their input as active participants in their child's education at school.
- As school we maintain active engagement with the parents during the home language identification process and responses to the survey. Based on these responses we monitor very closely whether or not there is another language at home other than English and what language the child uses the most. The interview is done by our ESL provider, and if it is determined that the child is entitled by the LAB-R assessment test to bilingual/ESL services, parents are also provided with the view of the parent orientation video in the Burnside cafeteria with the support of our bilingual coordinator.

To support this process, P. S. 226 also provides parents who speak other languages with translated versions of the home language, parent brochures, and notification documents, which are excellent resources to keep parents informed and the role they play in their child's education.

- Furthermore, based on the responses to the Home Language Identification Survey (questions 1-4 and questions 5-8), and results from the oral interview parents and their child that a language other than English is spoken in the child's home, our responsibility as a school is to administer the Language Assessment Battery-Revised (LAB-R) in order to find out the child's English proficiency level and program placement. Furthermore, to be in compliance with New York State regulations, P. S. 226 trained and qualified ESL provider who posses a valid New York City license in Bilingual Education and ESL methodology administers the LAB-R English version. The Spanish LAB is administered to those students who speak Spanish at home and score at or below proficiency on the LAB-R to determine the language of dominance. Our next step as a school consists in utilizing these test results to notify parents on their child's eligibility for services, and a well organized list on the number of students who are eligible for bilingual/ESL services is kept in order to develop programs suitable for our ELL population. Additionally we also provide information on program options (Transitional Bilingual, Dual Language, and Freestanding ESL), program forms, and program placement, in which parents also have the opportunity to ask questions, view the parent orientation video on ELL information, and at the same time get more acquainted with the program of their choice. To facilitate the process of our ELL identification, at P S 226 we utilize the ELL Parent Information Case (EPIC), which is provided by The New York City Department of Education Office of English Language Learners. To keep us updated in the process of enrollment and LEP identification process, we utilize the Assessment Memorandum, which is provided every year by New York State. On this form of assessment we as a school follow the steps in order to identify our ELL students and place them in appropriate programs.
- For ELL students with IEPs, the School Based Support Team makes the recommendations for program placement. In order to best service our ELL students with special needs, it is the IEP that is followed, which is revised by our IEP provider in collaboration with the School Based Support Team. In our meetings, we discuss appropriate assessment services, in which the School Based Support Team (SBST) considers all variables as they make the decisions regarding appropriate service language and program placement. These variables may include experiential background and education, language proficiency, cultural experiences, cultural experiences, and learning characteristics.

- Throughout the school year P. S. 226 keeps on going communication with the parents. This is done in a number of ways, including one on-one consultation with the ESL teacher and bilingual coordinator, principal, bilingual/ESL teachers, phone conversations, and a number of organized parent orientations and events that are offered throughout the school year by our ESL teacher.
- In order to keep track of parents program choices, notification resources, and students entitlement, our school binder provides parents with documents such as parent survey, program selection, placement letter, continued entitlement letters, etc. Assessment binders and ELL data is also kept every year to monitor student's progress, and program placement. Our initial screening team (Ms. Montolio, Ms. Echevarria) ensure that after parents view the video on the bilingual choices offered by the New City Department of Education, parents make informed decisions to fill out the Program Selection forms.
- Additionally, during our ESL/Bilingual Orientation process parents receive information about the New York State English as a Second Language Achievement Test (NYSESLAT) to further determine English proficiency and whether or not the student continues to qualify for ELL services at the school. We make sure our teachers are provided with the NYSESLAT data analysis to determine progress of our ELL students and at the same help them focus and plan areas of academic needs and further ESL instructional approaches.
- To annually evaluate our ELL population, we utilize the NYSESLAT data results and sub-areas in listening, speaking, reading, and writing to accommodate student's language needs, develop instructional lessons, and utilize the English proficiency levels to determine the mandated units of service students need to receive as it is stated by CR Part 154. At P. S. 226, part of our on-going assessment process is to implement the NYSESLAT practice test, which is done as an interim school wide test to find out more in depth our student's language skills and performance and determine further academic intervention services we need to address in terms of their strengths and weaknesses of the students we serve. The main focus of our school is to use the results from the assessment to drive instruction and plan accordingly. In addition, we utilize the city wide mid year interim periodic NYSESLAT assessment test results and the combined modalities (listening/speaking, reading/writing) to align instructional ELL intervention services and programs as well as for grouping and differentiated instruction. Our Extended Day and Supplemental Program for our ELL students are focused around the NYSESLAT Modalities to determine areas of instructional support. For example, some students that scored at a lower level in English based on the LAB-R/NYSESLAT were supplemented with My Reading Coach Technology Software.

There are some families that have children born in the U. S., who may opt for bilingual instruction, especially in the lower grades, if the children have been exposed mainly to the native language. On the other hand, other parents whose children have been born in the United States and have a strong background in English, have been choosing ESL as a result of the LAB-R and informed program choices during parent orientation.

Bilingual and ESL Program models are developed to suit the needs of our students. At P. S. 226, these English as a Second Language Models are also developed based on the number of ELLs and parents program selection. To ensure greater parent alignment with our bilingual programs, we will continue to review trends and parents request, and discuss which bilingual program models can be more effective for our students. Part of the steps we are taking to ensure greater parent alignment, is to continue offering bilingual parent orientations, carefully review our entitlement binder, parent choice and program selection forms.

Consistently, at time of orientation, parents are provided with substantial information and forms in the language they can read and write on the bilingual programs offered through out New York City. Through these forms, the ESL provider supports parents in carefully examining their program choice in order of preference. Our on going process in reviewing parent choice forms consists in finding out how many parents have chosen the bilingual model in order for the school to make projections for the next school year. We will continue the process of reviewing our entitlement binder, which will be done through our committee that includes the principal, the ESL provider, the bilingual coordinator, teachers, and assistant principals. As of this year, we are creating folders for each entitled ESL/Bilingual class, which include the Home Language Identification Survey and the Parent Option Program form.

There are several key elements that as a school we will continue to address in the Bilingual Model in order to maximize our ELLs content and language learning at P. S. 226. First, we will continue to validate the importance of our students' first language as a building foundation in making the transition into the second language. Through more parental involvement, as a school we will continue provide more information to parents about the importance of Bilingual Education, the benefits of learning the curriculum and language at the same time. To generate more input from the parents, we will continue invite them to our Bilingual Transitional Model and provide that support they need to see

how students interact, learn the curriculum in the first and second language while acquiring language skills and be academically successful at school. Additionally, we have a specific system, in which each class is provided with a labeled folder to put the Program Selection forms; our parent coordinator is a liaison to support the process of collecting Program Selection forms, and in conjunction with the ESL teacher parents received more information on how to choose the bilingual programs offered through our ESL/Bilingual orientation.

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	1											3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1		1	2	1									5
Push-In			1											1
Total	2	1	3	2	1	0	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	144	Newcomers (ELLs receiving service 0-3 years)	137
SIFE	2	ELLs receiving service 4-6 years	7
		Special Education	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	43	0	0	0	0	0	0	0	0	43
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	94	2	32	7	0	1	0	0	0	101

Total	137	2	32	7	0	1	0	0	0	144
Number of ELLs in a TBE program who are in alternate placement: <u>2</u>										

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	17	23	3											43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	17	23	3	0	0	0	43							

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	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	0																		

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
French										0	0
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Ethnic breakdown of EPs (Number):

African-American: _____ Asian: _____ Hispanic/Latino: _____

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	12	28	30	13									89
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	1		1										5
TOTAL	9	13	28	31	13	0	0	0	0	0	0	0	0	94

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.

Program Model Description/Instruction

P S 226 school community offers four English as a Second Language organization models: Bilingual Education, ESL Self-Contained, and ESL Push and ESL Pull-out. The structure of our Literacy Program incorporates strategies and teaching points which enable students to actively participate and clarify meaningful ideas cooperatively. Our ELL students are placed in the Transitional Bilingual Program, in a self-contained ESL class or serviced by our ESL pull-out teacher after carefully evaluating the Parent's Choice forms. To promote language development for our ELLs, teachers adjust the language demands of the lessons, by paraphrasing, repeating key words, using context clues, making extensive use of modeling specific strategies and by directing instruction of grammar and vocabulary in context.

As it is determined by the NYSESLAT scores, students at the beginning and intermediate levels of the English language receive 360 minutes of ESL instruction per week. At the advance level, students receive 180 minutes of ESL instruction in content areas per week. Teachers utilize the NYSESLAT scores as well as other types of formal and informal assessment within the four literacy modalities (listening, speaking, reading and writing) to guide instruction and plan lessons effectively. ESL and Bilingual teachers meet on a weekly basis to discuss student's performance and at the same time, highly address the needs of each individual student. Our entire staff is trained throughout the year in ESL methodology offered during staff developments and bilingual workshops. Our goal as a school is to ensure that all our ELL students acquire English proficiency in three years as mandated by the state, and continue enhancing their knowledge to enable them to be productive members of our society.

Based on the LAB-R and the NYSESLAT assessment results, P. S. 226 Language Allocation Policy accommodates our ELL population at all English language proficiency levels by providing students various opportunities to acquire content language and vocabulary in a comfortable, secure and collaborative environment. We are extensively working on making sure that our ELL population at our school is being given meaningful access to rigorous language and academic work to address the diverse needs of our bilingual students and to ensure they achieve high academic instruction in Spanish and English for all subject areas. Language Allocation is 60/40 at the Beginning Level, 50/50 at the Intermediate Level and 75/25 at the Advanced Level in the Bilingual Transitional Program. Furthermore, our Transitional Bilingual Program provides support in vocabulary development, scaffold strategies to make lessons comprehensible, and implement ESL methodologies to teach content areas to our students. Native Language Arts instruction is 90 minutes daily for students at the beginning and intermediate levels of language development and acquisition, 45 minutes for students at the advance level.

Transitional Bilingual Program

At P.S. 226, we support the linguistic needs of ELL's in the bilingual classes by providing instruction in Spanish and English. This year, we have a bilingual kindergarten and 1/2 bridge bilingual class. The teachers incorporate language development strategies in Spanish as well in English through ESL methodologies. In order to support the native language acquisition, content knowledge and skills, we use Rigby in Spanish to teach guided reading in small group settings, big books for shared reading and learn vocabulary and language structures. Since most of our students in the early grades are mostly beginners of the English language, our main focus of instruction is 60/40 based on CR Part 154, where students learn to read and write in the native language (Spanish) and content areas are taught interdisciplinary to foster more English development. "El Cancionero" a poetry collection by Lada Josefa Kratky and Sube by Agnes Chavez, a learning Spanish tool for Art, Music, are used to further support students with more language skills in reading, phonemic awareness, and vocabulary development. We also implement thematic units in both languages to enhance social skills and everyday language functions. The skills for more advanced readers are strengthened through activities such as self-directed questioning, and semantic mapping. To support vocabulary and language development in English, we use as supplement a complete ESL Program, Avenues by Hampton Brown, Scott Foresman content area books, Rigby in my Pocket, Reading Focus (a content area unit in Science and Social Studies) which provides students with activities

workbooks and grammar and reading lessons. The writing component incorporates strategies to support the process of the second language such as grammar development in context, and structures and patterns that may be similar or different to the English language. Teachers adjust the writing curriculum and plan monthly the genres they need to address according to the grade level. Through the writing process, students begin to gather information step by step, giving them an opportunity to work at their own pace and in groups. Center activities are prepared to support content and social language development. In addition, the ESL instructional program is developed through content area skills in the areas of Science, Social Studies, Art, and Music. Mathematics is introduced in Native language in Kindergarten and First Grade and then transitioned to English in the ESL Self-Contained classes.

Self Contained ESL/Push-In/Pull-Out Model

Entitled students in the Self-Contained model receive all academic and language of instruction in English, in which all lessons are taught interdisciplinary with a lot of emphasis on learning content and language concepts with the implementation of a lot of ESL strategies. Students are also taught according to the NYSESLAT levels of the English proficiency language, where the teacher promotes center activities to differentiate instruction, presents lessons to students using visual aids, and provides them ample amount of time to practice language skills cooperatively. The primary goal of the program is to promote acquisition of English Language Skills and communicative competence through participation in an enriched environment, which supports achievement of national, state and ESL performance standards in the content areas and NYSESLAT levels, which include the performance indicators for teaching language development. Our lesson focus consists mainly in developing language activities around non-fiction content area materials. Other goals of the program model include the incorporation of grade content material while teaching vocabulary development in order to achieve higher standards and attain proficiency in English.

In this program model, we currently have a second grade Self Contained ESL class and a 3/4 bridge Self-Contained ESL. These two classes are instructed in English and with a lot of ESL strategies and vocabulary development in all content areas. All academic support is done in English with ESL strategies. The content areas (Math, Science, Social Studies) are geared to focus on content vocabulary. We provide an instructional program to develop English literacy skills while developing content area skills through ESL instruction and through scaffolding in all content areas. The development of English literacy skills is also supported through the implementation of the Citywide Balance Literacy Curriculum. One of the programs we use in our school is "Avenues" by Hampton Brown, and Time for Kids. The program's curriculum is presented thematically to provide the basis for language learning and vocabulary support. The activities are presented for students to develop oral, listening, reading, and writing skills with a lot of emphasis on activities that promote the linguistics of the English language. To reinforce listening and reading skills, our school also implements the "Leap Frog Program", which allows our students to listen to stories and follow instructions.

Through cooperative learning activities, teachers provide students with the opportunity to negotiate authentic and meaningful language in a non-threatened environment. The ESL support for newcomers and SIFE students is provided by using materials which contain a lot of visual aids, patterned language, hands-on activities and language and strategies that can be comprehensible to them. Since these students are mainly from Hispanic backgrounds, we also support them by providing native language instruction in reading and writing. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, the program Phonics and Friends is used to focus on Phonemic awareness and the development of students' listening skills.

ESL Pull-Out Program

At this time, we currently have three groups that are serviced within this model and students are grouped heterogeneously and homogeneously: (e.g. Kindergarten/first grade beginning group, third/fourth grade advanced). In our ESL Pull-Out Program, the ESL provider implements shared reading lessons to foster comprehensible input, social and academic language. These resources are also utilized to provide our students with the reading strategies and language structures they need to become good readers and writers. The ESL teacher maintains on-going communication with classroom teachers to correlate instructional ESL strategies and thematic units in the classroom. To further support students in reading and writing, The ESL teacher provides constructive feedback to students and teachers in specific areas of needs and provides strategies to scaffold academic vocabulary to increase comprehensible input. In the area of writing, we are meeting on a weekly basis as a grade to analyze student's writing strengths and weaknesses. Based on this data analysis, we are creating a plan of action to help students reach higher academic standards. In the area of listening, we are utilizing the listening center, dictations (mainly from texts where students have been familiarized), and highlighting strategies to understand higher order thinking questions. Within this Model, students receive 360 minutes of English instruction at the beginning and intermediate level, and 180 minutes per week at the advance level of the NYSESLAT test and according to Part 154. Since we have a variety of grade and proficiency levels as well as numerous NYSESLAT modalities within the ESL Pull-Out Program, our ESL provider integrates appropriate grade content area materials, activities and thematic units connected to the school curriculum, which incorporate the four literacy skills necessary to become proficient in English. Other components of this program are read aloud to enhance vocabulary development and comprehension skills, hands on projects to make connections to the functions of the language, reader's theater to assist students in responding to literature and facilitate learning the structure of the English language in a non-threatening environment.

ESL Push-In Model

As a school, we are making greater efforts and plans to develop more ESL Push-In Model classes. We are closely monitoring patterns and trends of incoming students at P S 226 as well as looking at student's similar NYSESLAT levels and areas of language needs in order to

determine more Self-Contained ESL Models for our population. Based on these patterns on NYSESLAT levels and areas of need, we will be more able to generate more flexible scheduling that can be aligned with the students grade curriculum. In addition, we are utilizing more accurately the LAB-R results and placement test to form more English as a Second Language classes or Push-In Models, so that our students can spend more time learning language across the different subject areas in the classroom.

Currently, we have a 1/2 ESL Push-In Model Special Education Twelve to One class. In this class, there are seven ESL entitled students according to the Instructional Education Plan (IEP). Students at the beginning and intermediate level receive 360 minutes on a weekly basis of rigorous academic language support in listening, speaking, reading and writing in accordance with CR Part 154 and based on the NYSESLAT results. Through this model, the classroom and the ESL teacher work as a team to develop ESL instructional approaches to support the students and lessons. Both teachers plan ahead of time to support students mainly in the area of literacy (e.g. shared reading, read aloud, writing, grouping). Furthermore, the ESL teacher supports this process by presenting lessons that address the needs of our ELL students, such as the development of comprehensible input, vocabulary development, and strategies on how to best support language and learning. To further support our students, we make good use of center activities to differentiate instruction, language, and learning styles. During the Push-In, all teachers including the ESL provider and assistant teacher work in small group instruction to facilitate learning and address the individual needs of the students. For more group time and individualization, we utilize Shared Reading Extensions to reinforce vocabulary, structures, and enhance in the areas of listening and speaking by engaging students in accountable talk activities. Part of our on-going conversation with classroom teachers includes how to strategize for our ELL population, the importance of scaffolding for all academic areas. Through our daily lessons and ESL instruction, teachers scaffold language learning by making connections to prior knowledge, having a clear focus in their lessons, using a variety of hands on learning and visual aids, such as poems with large prints, puppets to facilitate more accountable talk, chants for the development of listening skills and fluency, graphic organizers to visually represent information, dioramas to construct and build on knowledge and create scenes.

- To provide our students with additional support, high achievement for both ELL and IEP students is promoted through initiatives designed to assure access to academic curricula, materials, technology, extra curricular services and to foster self-esteem. These include coordination of bilingual and mainstream curricula, development of materials (hands on learning, picture cards, listening to chants, songs, access to technology and projects) developing programs and services, which address ELLs language needs. Additionally, educational assistants work in small group instruction to provide supplemental support to students with an IEP. Language development is further developed during the Extended Day Program, and our Supplemental Program (SES) on Saturdays, which integrates school day instruction and enhances reading and writing curricula supporting vocabulary development, and instruction in Mathematics and other content areas. To support our

- The ESL support for newcomers and Students with Interrupted Formal Education (SIFE) is provided by using materials which contain a lot of visual aids, patterned language, hands-on activities and language and strategies that can be comprehensible to them in order for them to become independent readers and writers while learning the curriculum. This year we are implementing new ways to identify and serve these struggling students. To best service this population, at time of registration we as a school take the opportunity to conduct an interview on the child's educational background and experience in order to identify needs and program of instruction. Our SIFE initiative and program development main focus is to provide these students with small group instruction, especially based on data analysis and in the area of literacy. Therefore, P. S. 226 is implementing an ESL Academic Intervention Program to enrich and foster more literacy development, funded by our Title III Program, in which students are acquiring more strategies, academic language, best practices to become proficient in English, materials and curricula to strengthen literacy skills.

- Since our students (SIFE) are mainly from Hispanic backgrounds, we are also supporting them by providing native language instruction in reading and writing in Spanish. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, our technology program is used to focus on Phonemic awareness and the development of students' listening skills to support reading, which is also utilized to support all new comers.

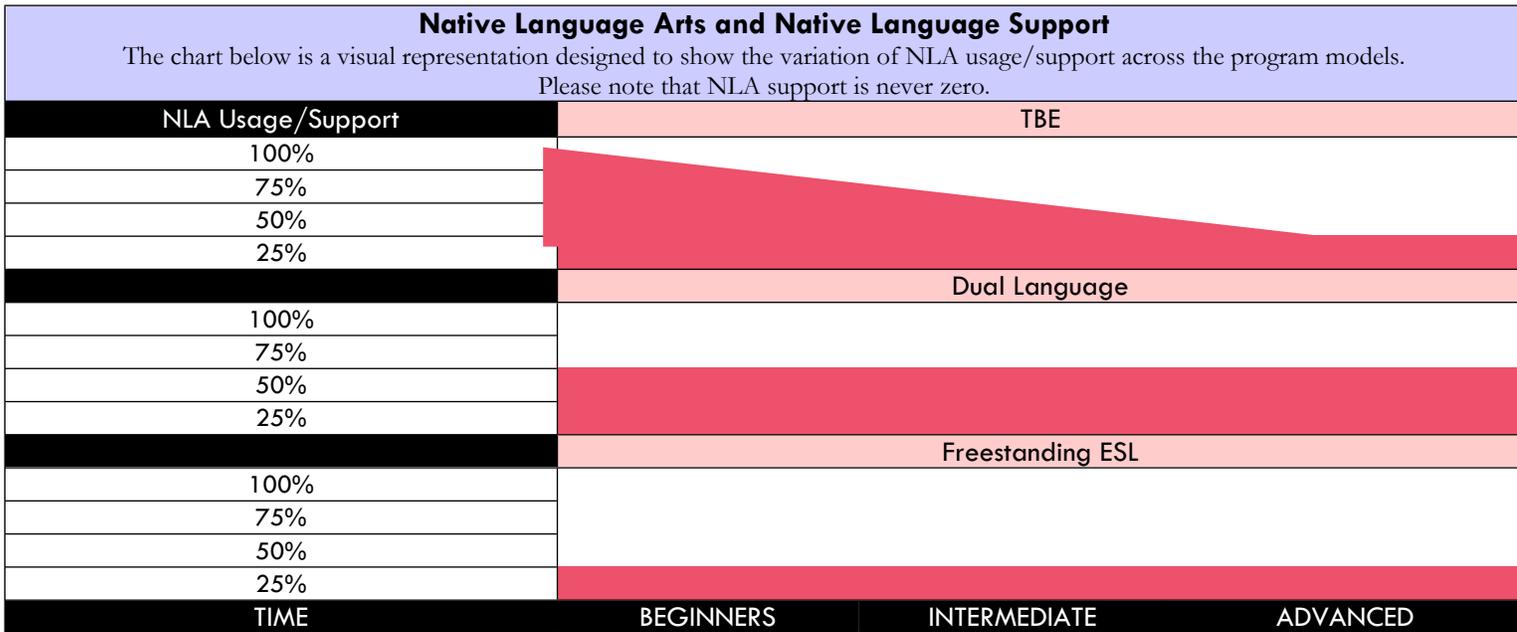
- All our ELL students that are entitled to ESL/bilingual services and are identified as having special needs, especially in reading and writing including SIFE students are also mandated to participate in our Extended Day and After School Program, which provides literacy development skills through content material, evaluates students' performance, and analyzes data to drive instruction. In the Supplemental Program (SES), students are highly engaged in literacy skills that enhance the development of vocabulary, reading and writing, test prep strategies, and accountable talk in order to continue improving in the areas of listening and speaking. Technology is used to incorporate literacy, and accelerate academic language in the second language of instruction (ESL). Furthermore, our Extension of Service Program is supported through strong planning based on the standards and performance indicators, data analysis of the NYSESLAT and student work, setting goals in all academic areas, on-going formal and informal evaluations, in which ELL students are closely observed to determine further instruction and academic intervention services.

- Our action plan for ELLs receiving service four to six years is to continue service them according to informed data analyzes, which include the different modalities of the NYSESLAT test, Rigby reading data, students' writing samples and performance in all academic areas of instruction in order to develop suitable programs and target specific needs. Our Academic Intervention Program provides student with guided reading in small group instruction, implemented by our AIS provider on a daily basis. Additionally, our Math Coach also provides students with instructional math strategies and rigorous academic work in small group settings. To further support our ELL students, and

specially Long Term ELLs, our school utilizes the RLER Report, which provides information on the years of service. Furthermore, we utilize this information to determine effectiveness of program placement and to determine any other academic intervention support the students can be provided with to meet standards and become English proficient. As a school team, we present the data analysis and students' accomplishments to our School Based Support Team to further support our ELL population. We discuss programs in which students can participate for about six weeks, pinpoint strategies and areas of strength on the student, and reconvene to evaluate student's performance and further academic support. In our school, each grade is part of a sub-group of our Mother Inquiry Team, in which strategically, a specific population is studied to address an area in need of improvement.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14

Our targeted intervention programs for ELLs to support in the area of literacy is done through our Inquiry Teams (Mother Team, Grade Inquiry Team), in which students that are at risk, are identified for academic instructional support. Currently, our plan of action consists in providing more support to those students that scored a level 2 in the ELA, and scaffold strategies to help them become strong readers and writings in order for them to move to a higher level on the ELA and the NYSESLAT assessment. The intervention is done through small group instruction, in which our literacy consultant supports our students in the areas of reading and writing. These literacy activities are implemented with a clear language and academic focus to help students achieve higher academic standards, and are implemented through non-fiction genres, and test taking strategies. To further support teachers of our ELL students in the classroom, our literacy coach also supports instruction by modeling specific learning strategies and vocabulary to increase comprehensible input. In the area of math, our ELL students are also provided with hands on learning and academic rigor, in which our math coach targets vocabulary and math strategies in small group instruction.

One of our supplemental service program for ELLs is the Fountas and Pinnell academic intervention program. Our students receive support in decoding skills, vocabulary, phonemic development, reading comprehension and writing strategies in the classroom and in small group instruction provided by our bilingual instructional support teacher. To continue enabling students become strong readers and writers, we are also utilizing My Reading Coach Technology Program. Within this supplemental reading program, students that are at risk in reading acquire listening, speaking, reading, and writing skills necessary to become proficient in English. For students that are new to the country, My Reading Coach allows students to adjust the language demands by offering Spanish and English instruction. More native language support is provided in the classroom, where teachers provide resources in Spanish while they make the transition into English. In Further, students are paired up to provide more language support and to clarify meaning in the student's native language. As school, our goal is to provide all our ELL students with the tools they need to understand and learn language while learning the curriculum. In order to provide all our ELL students with access to supplemental services and programs, we utilize the RLER report and newly enrolled students list (LAB-R), math and ELA results to ensure every student is appropriately serviced.

Last year, students that were identified as receiving ESL services for two years were additionally supported through our After School NYSESLAT Enrichment program and Summer Academy program by SINI funds, and this year the same program will be in effect for the school year 2010-2011 because it helped our students achieve higher academic standards and reach proficiency level of the English language of the NYSESLAT Test. Part of our academic support for this year was developed through an action plan, which includes two periods of ESL support by our Bilingual AIS provider and one period of phonemic awareness (My Reading Coach Technology Program). Periodically evaluations will be conducted throughout the year to assess the success of our action plan.

To promote more language development for our ELLs, teachers adjust the language demands of the lessons, by paraphrasing, repeating key words, using context clues, making extensive use of modeling specific strategies and by directing instruction of grammar and vocabulary in context. As it is determined by the NYSESLAT scores, students at the beginning and intermediate levels of the English language receive 360 minutes of ESL instruction per week. At the advanced level, students receive 180 minutes of ESL instruction in content areas per week. Teachers utilize the NYSESLAT scores as well as other types of formal and informal assessment within the four literacy modalities (listening, speaking, reading and writing) to guide instruction and plan lessons effectively. ESL and Bilingual teachers meet on a weekly basis to discuss student's performance and at the same time, highly address the needs of each individual student. Our entire staff is trained throughout the year in ESL methodology offered during staff developments and bilingual workshops. Our goal as a school is to ensure that all our ELL students acquire English proficiency in three years as mandated by the state, and continue enhancing their knowledge to enable them to be productive members of our society.

Based on the LAB-R and the NYSESLAT assessment results, P. S. 226 Language Allocation Policy accommodates our ELL population at all English language proficiency levels by providing students various opportunities to acquire content language and vocabulary in a comfortable, secure and collaborative environment. We are extensively working on making sure that our ELL population at our school is being given meaningful access to rigorous language and academic work to address the diverse needs of our bilingual students and to ensure they achieve high academic instruction in Spanish and English for all subject areas. Language Allocation is 60/40 at the Beginning Level, 50/50 at the Intermediate Level and 75/25 at the Advanced Level in the Bilingual Transitional Program. Furthermore, our Transitional Bilingual Program provides support in vocabulary development, scaffold strategies to make lessons comprehensible, and implement ESL methodologies to teach content areas to our students. Native Language Arts instruction is 90 minutes daily for students at the beginning and intermediate levels of language development and acquisition, 45 minutes for students at the advance level.

At P.S. 226, we support the linguistic needs of ELL's in the bilingual classes by providing instruction in Spanish and English. In order to support the native language acquisition, content knowledge and skills, we use Rigby in Spanish to teach guided reading in small group settings, big books for shared reading and learn vocabulary and language structures. Since most of our students in the early grades are mostly beginners of the English language, our main focus of instruction is 60/40 based on CR Part 154, where students learn to read and write in the native language (Spanish) and content areas are taught interdisciplinary to foster more English development. "El Cancionero" a poetry collection by Lada Josefa Kratky and Sube by Agnes Chavez, a learning Spanish tool for Art, Music, are used to further support students with more language skills in reading, phonemic awareness, and vocabulary development. We also implement thematic units in both languages to enhance social skills and everyday language functions. The skills for more advanced readers are strengthened through activities such as self-directed questioning, and semantic mapping. To support vocabulary and language development in English, we use as supplement a complete ESL Program, Avenues by Hampton Brown, Scott Foressman content area books, Rigby in my Pocket, Reading Focus (a content area unit in Science and Social Studies) which provides students with activities workbooks and grammar and reading lessons. The writing component incorporates strategies to support the process of the second language such as grammar development in context, and structures and patterns that may be similar or different to the English language. Teachers adjust the writing curriculum and plan monthly the genres they need to address according to the grade level. Through the writing process, students begin to gather information step by step, giving them an opportunity to work at their own pace and in groups. Center activities are prepared to support content and social language development. In addition, the ESL instructional program is developed through content area skills in the areas of Science, Social Studies, Art, and Music. Mathematics is introduced in Native language in Kindergarten and First Grade and then transitioned to English in the ESL Self-Contained classes. Entitled students in the Self-Contained model receive all academic and language of instruction in English, in which all lessons are taught inter-disciplinary with a lot of emphasis on learning content and language concepts with the implementation of a lot of ESL strategies.

Native language support is provided through good literature resources available in the classroom library. Students are also taught according to the NYSESLAT levels of the English proficiency language, where the teacher promotes center activities to differentiate instruction, presents lessons to students using visual aids, and provides them ample amount of time to practice language skills cooperatively. The primary goal of the program is to promote acquisition of English Language Skills and communicative competence through participation in an enriched environment, which supports achievement of national, state and ESL performance standards in the content areas and NYSESLAT levels, which include the performance indicators for teaching language development. Our lesson focus consists mainly in developing language activities around non-fiction content area materials. Other goals of the program model include the incorporation of grade content material while teaching vocabulary development in order to achieve higher standards and attain proficiency in English. We currently have a second grade Self Contained ESL class, and an ESL class 3/4 bridge Self-Contained ESL. These three classes are instructed in English and with a lot of ESL strategies and vocabulary development in all content areas. We provide an instructional program to develop English literacy skills while developing content area skills through ESL instruction and through scaffolding in all content areas. The development of English literacy skills is also supported through the implementation of the Citywide Balance Literacy Curriculum. One of the programs we use in our school is "Avenues"

by Hampton Brown, and Time for Kids. The program's curriculum is presented thematically to provide the basis for language learning and vocabulary support. The activities are presented for students to develop oral, listening, reading, and writing skills with a lot of emphasis on activities that promote the linguistics of the English language. To reinforce listening and reading skills, our school also implements the "Leap Frog Program", which allows our students to listen to stories and follow instructions. Through cooperative learning activities, teachers provide students with the opportunity to negotiate authentic and meaningful language in a non-threatened environment. The ESL support for newcomers and SIFE students is provided by using materials which contain a lot of visual aids, patterned language, hands-on activities and language and strategies that can be comprehensible to them. Since these students are mainly from Hispanic backgrounds, we also support them by providing native language instruction in reading and writing. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, the program Phonics and Friends is used to focus on Phonemic awareness and the development of students' listening skills.

In our ESL Pull-Out Program K-4, the ESL provider implements shared and read aloud reading lessons to foster comprehensible input, social and academic language. These resources are also utilized to provide our students with the reading strategies and language structures they need to become good readers and writers. Within this Model, students receive 360 minutes of English instruction at the beginning and intermediate level, and 180 minutes per week at the advance level of the NYSESLAT test and according to Part 154. Since we have a variety of grade and proficiency levels as well as numerous NYSESLAT modalities within the ESL Pull-Out Program, our ESL provider integrates appropriate grade content area material, activities and thematic units connected to the school curriculum, which incorporate the four literacy skills necessary to become proficient in English. Other components of this program are read aloud to enhance vocabulary development and comprehension skills, hands on projects to make connections to the functions of the language, reader's theater to assist students in responding to literature and facilitate learning the structure of the English language in a non-threatening environment. As a school, we are making greater efforts and plans to develop more ESL Push-In Model classes. We are closely monitoring patterns and trends of incoming students at P S 226 as well as looking at student's similar NYSESLAT levels and areas of language needs in order to determine more Self-Contained ESL Models for our population. Based on these patterns on NYSESLAT levels and areas of need, we will be more able to generate more flexible scheduling that can be aligned with the students grade curriculum. In addition, we are utilizing more accurately the LAB-R results and placement test to form more English as a Second Language classes or Push-In Models, so that our students can spend more time learning language across the different subject areas in the classroom.

Currently, we have one ESL Push-In Model class 1/2 bridge. Students at the beginning level of the English language receive 360 minutes of rigorous academic language support in listening, speaking, reading and writing in accordance with CR Part 154. Through this model, teachers are provided with ESL instructional approaches to support the students and lessons, in which the ESL teacher supports this process by presenting lessons that address the needs of our ELL students, such as the development of comprehensible input, vocabulary development, and strategies on how to best support language and learning. To further support our students, we make good use of center activities to differentiate instruction, language, and learning styles. During the Push-In, all teachers including the ESL provider and assistant teacher work in small group instruction to facilitate learning and address the individual needs of the students. Currently, we have a bilingual educational assistant to support students in Spanish. To increase comprehensible input, the teacher in the ESL Pull-Out Model, makes association of vocabulary from Spanish to English and allows students to share to clarify meaning. For more group time and individualization, we utilize Shared Reading Extensions to reinforce vocabulary, structures, and enhance in the areas of listening and speaking by engaging students in accountable talk activities. Part of our on-going conversation with classroom teachers includes how to strategize for our ELL population, the importance of scaffolding for all academic areas. Through our daily lessons and ESL instruction, teachers scaffold language learning by making connections to prior knowledge, having a clear focus in their lessons, using a variety of hands on learning and visual aids, such as poems with large prints, puppets to facilitate more accountable talk, chants for the development of listening skills and fluency, graphic organizers to visually represent information, dioramas to construct and build on knowledge and create scenes.

To provide our students with additional support, high achievement for both ELL and IEP students is promoted through initiatives designed to assure access to academic curricula, materials, technology, extra curricular services and to foster self-esteem. These include coordination of bilingual and mainstream curricula, development of materials (hands on learning, picture cards, listening to chants, songs, access to technology and projects) developing programs and services, which address ELLs language needs. Language development is further developed during the Extended Day Program, and our Supplemental Program (SES), which integrates school day instruction and enhances reading and writing curricula supporting vocabulary development, and instruction in Mathematics and other content areas.

- The ESL support for newcomers and Students with Interrupted Formal Education (SIFE) is provided by using materials which contain a lot of visual aids, patterned language, hands-on activities and language and strategies that can be comprehensible to them in order for them to become independent readers and writers while learning the curriculum. This year we are implementing new ways to identify and serve these struggling students. To best service this population, at time of registration we as a school take the opportunity to conduct an interview on the child's educational background and experience in order to identify needs and program of instruction. Our SIFE initiative and program

development main focus is to provide these students with small group instruction, especially based on data analysis and in the area of literacy. Therefore, P. S. 226 is implementing a Saturday Academic Intervention Program to enrich and foster more literacy development, funded by our Title III Program, in which students are acquiring more strategies, academic language, best practices to become proficient in English, materials and curricula to strengthen literacy skills.

- All our ELL students that are identified as having special needs, especially in reading and writing including SIFE students are also mandated to participate in our After School Program, which provides literacy development skills through content material, evaluates students' performance, and analyzes data to drive instruction. In the After School Program (SES), students are highly engaged in literacy skills that enhance the development of vocabulary, reading and writing, test prep strategies, and accountable talk in order to continue improving in the areas of listening and speaking. Technology is used to incorporate literacy, and accelerate academic language in the second language of instruction (ESL). Furthermore, our Extension of Service Program is supported through strong planning based on the standards and performance indicators, data analysis of the NYSESLAT and student work, setting goals in all academic areas, on-going formal and informal evaluations, in which ELL students are closely observed to determine further instruction and academic intervention services.

- Our action plan for ELLs receiving service four to six years is to continue service them according to informed data analyzes, which include the different modalities of the NYSESLAT test, Rigby reading data, students' writing samples and performance in all academic areas of instruction in order to develop suitable programs and target specific needs. Our Academic Intervention Program provides student with guided reading in small group instruction, implemented by our AIS provider on a daily basis. Additionally, our Math Coach also provides students with instructional math strategies and rigorous academic work in small group settings. To further support our ELL students, and specially Long Term ELLs, our school utilizes the RLER Report, which provides information on the years of service. Furthermore, we utilize this information to determine effectiveness of program placement and to determine any other academic intervention support the students can be provided with to meet standards and become English proficient. As a school team, we present the data analysis and students' accomplishments to our School Based Support Team to further support our ELL population. We discuss programs in which students can participate for about six weeks, pinpoint strategies and areas of strength on the student, and reconvene to evaluate student's performance and further academic support.

- Since our students (SIFE) are mainly from Hispanic backgrounds, we are also supporting them by providing native language instruction in reading and writing in Spanish. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, the program Phonics and Friends is used to focus on Phonemic awareness and the development of students' listening skills.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3

- Bilingual and ESL staff, as well as Monolingual staff servicing ELL students will participate in a number of professional development activities, provided Bilingual/ESL Resource Specialists, Literacy and Math consultants, Regional Instructional Specialist and School Administrators through our ELL Forum.

- The focus of our ELL Forum is to provide support to teachers having entitled ELL students, as well as how to scaffold language and learning for all our students. These scaffolds include research and strategies on ESL methodology and Bilingual Education, such as discussing characteristics of learning two languages, the different levels of the NYSESLAT and levels of language of acquisition, questioning techniques for beginning level, intermediate, and advanced students, enrichment of vocabulary development focusing on context clues, accountable talk, setting goals and differentiated instruction, using cognates to foster in the area of comprehension. The ESL Forum is conducted every other month for one entire school day, equivalent to six hours of instruction. As a school, we are aware that our staff needs a minimum of 7.5 hours of ELL training (Jose P). The training will be conducted in the first few months of the year through the ELL Forum and additional support professional development to meet state mandates.

Bilingual and ESL teachers are also participants of every professional development offered in the school. Currently, our Aussie Consultant is supporting our entire staff in literacy and math, in which teachers of ELLs are also part of the training. In addition, during grade meetings, the modification of the curriculum is discussed and students' work is analyzed.

- The Staff Development for Bilingual and ESL teachers in addition, will continue to focus on facilitating English Literacy Development through improved Bilingual/ESL teaching methods and Language awareness. All training activities are designed to support teachers to implement an effective Transitional Bilingual and ESL Program and ensure that all students are challenged to achieve high standards.

- Bilingual/ESL teachers have a common Prep to plan and discuss instructional skills needed to make the program succeed.

- The teachers in addition, participate in all professional Development Workshops presented at the school and region.

- Monthly ELL Forum which looks at our ELL population's language development more closely to identify needs in order to plan next steps.

- In addition, as a school we will continue to encourage our staff to participate in a number of professional developments outside the school such as workshops and trainings provided by the Bilingual Education Technical Assistance Center (BETAC), network monthly events on ESL strategies and methodology, and other bilingual workshops that are offered through the New York City Department of Education.

E. Parental Involvement

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

Paste response to questions 1-4

- There are several school-wide events held through-out the school year that families of ELL students' are encouraged to participate. Parent orientations are conducted at the beginning of the school year to give parents an overview of the curriculum and expectations for the students' academic achievement supported by the principal, as well as orientations provided throughout the year to help them have an input in program selections (the ESL teacher). Many parents volunteer to work with students in small group instruction in the school and their effort is validated by acknowledging them with certificates for the input they have in the school and great effort. Workshops in the areas of Literacy, ESL and Mathematics are also conducted and a number of thematic units, which are done during the writing workshop. Parents outreach are conducted to engage parents in opportunities to participate in their child's instruction through phone calls, flyers, and the distribution of a monthly calendar to inform parents of monthly school events supported by our parent coordinator, Mr. Urena. Other parent conferences are conducted on a daily basis by Mr. Urena to discuss workshops, parents' needs and student academics.

- Other family involvement activities offered at PS 226 are made possible through established committees such as the Parent Association Committee, School Leadership, where parents discuss important issues related to the entire school, which helps them to take part in the whole process of making decisions that impact their children education. (LINC) involves the parents and students in becoming buddy-readers and holds an annual "Together In Getting Everyone Reading" (TIGER) Literacy Day as well as thematic unit celebrations, where parents are invited to the classroom and see their children progress and effort in writing. The school also provides two annual health fairs: a science and literacy fair. In addition, the school offers an adult ESL program sponsored by Title III funds.

- All letters pertaining to school related information is distributed to the families in English and Spanish and other forms of translation is done through the New York City Board of Education.

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)	20	25	11	7	0									63
Intermediate(I)	2	11	8	12	1									34
Advanced (A)	5	2	11	16	13									47
Total	27	38	30	35	14	0	0	0	0	0	0	0	0	144

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B		3	1	1	1								
	I		8	4	0	1								
	A		15	10	8	3								
	P		6	12	23	10								
READING/WRITING	B		20	8	4	2								
	I		11	7	11	2								
	A		2	9	17	10								
	P		0	2	0	1								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	9	7		19
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

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

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

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

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

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

After reviewing and conducting an analysis of our third and fourth grade students city-wide Math Test, 11 out of 35 ELL students demonstrated significant progress in this area and are meeting promotional criterion standards (levels 3 and 4). We will continue to provide services in content vocabulary development, and facilitate more math strategies to those individual students who are approaching standards, but did not meet city and state mandated standards. We will also continue to provide enrichment of language acquisition in mathematics through the use of ESL methodology and hands on learning. Additionally, the bilingual and ESL teachers will continue analyzing our ELL's performance in math by meeting weekly with teachers, the math coach and administrators to discuss our students' progress and further differentiate mathematic instruction in the classroom, through homework, and through our small group instruction. Currently, our math coach is supporting students in small group instruction by providing them with strategies to analyze math word problems and vocabulary learning.

Thirty-four students in grade three and four were administered the ELA 2009-2010 state wide test and out of the 34 ELL students 10 are meeting standards in English Language Arts (level 3). To further support our ELL students in level one and two, we will continue scaffold ways to improve in the areas of reading and writing. Our Inquiry Team is meeting on a weekly basis to provide further support to students that are

to more “Read Aloud” and Accountable Talk, as well as to increase vocabulary skills in context, word study and differentiate activities during the reading block. We will continue supporting teachers with professional development to support planning activities and scaffold the language demands of the lessons. The teachers will plan activities that would modify speech rate, incorporate more reading strategies, and plan lessons to meet individual needs in reading such as context clues, story telling, synthesizing information, word/sentence comprehension. Furthermore, we will continue reinforcing and implementing ESL strategies that will foster language concepts and grammar, through the use of the four language modalities (reading, writing, speaking and listening). Additionally, teachers will use their common planning time to develop an action plan that will include areas of focus, strategies for learning new information, goal settings and time frame, assessments and next steps to further intervene with this target ELL population.

In the content area, Science 9 out of 15 students that were tested scored on grade level (levels 3 and 4). Students in level one and two (6) will receive extra support with more hands on and academic language. Currently, a period of science instruction is provided to our fourth graders in small group instruction, in which students work on hands on projects, vocabulary and test taking strategies.

Our NYSESLAT score data shows that our students need more support in the areas of reading and writing. Therefore our plan highly consists on implementing reading and writing strategies through the use of good literature. From the data, we can also determine that most of our students are at the advanced level in the modalities of listening and speaking. As a school, we need to continue provide support to our students in these two areas of the NYSESLAT. To further support our teachers and ELL population in the classroom, we need to foster and implement in our lessons of instruction specific strategies during the reading and writer’s workshop, especially in the lower grades. The LAB-R/NYSESLAT data also reveals that we have a higher number of students in the lower grades at the beginning level of the English language. To help them become proficient in the area of listening and speaking, we need to continue facilitating activities that reinforce the development of these two literacy areas, such as listening to stories and discriminating information, read aloud, dictations, following commands and instructions. Our reading components are: read aloud, shared reading, independent reading, guided reading, and literature circles. Through these reading components, students are taught comprehensible input and language skills that are necessary for them in order to become independent readers. To further differentiate instruction and provide more support in the area of reading, our students will work on small group settings to develop more vocabulary, comprehension, and decoding skills in context through the implementation of the Wilson Reading Program, Orchard Software, Reading Coach, and the Fundation Reading Program, and our Saturday Academy that provides students with more literacy development and ESL skills..

Patterns and trends across the different modality levels of the NYSESLAT reveal that a high percentage of our students moved at least to one level of proficiency of the English language in the areas of reading and writing. As a result of our all day instruction and supplemental program, this year we had 48 students who moved to the proficiency level of the NYESLAT. Teachers will continue using ESL methodology and instructional materials that will move them to proficiency level. Through the ELL Periodic Assessment, we will focus on strengths and weaknesses to further support our ELL population in the four literacy skills of the NYSESLAT test. We are utilizing the results from the Periodic Assessment in order to develop an action plan and drive instruction.

In the area of writing, students learn strategies that will help them to become independent writers, through the use of the writing process and a variety of genres. During the writing process, our ELL students focus on learning specific writing skills and the structure of the English language. Consistently, teachers model these language skills by analyzing children’s writing work and at the same time making good use of the writing rubrics, standards and performance indicators.

Additionally, our ELL population will receive extra ESL services through AIS personnel at the school, in small group settings, where the use of reading and writing skills are highly promoted and reinforced. ESL lessons are geared to support the language levels of the students (Beginning, Intermediate, and Advanced). At the beginning level, students are more engaged in hands on activities, visual aids in order to support comprehensible input. The goal of our small group instruction service is to provide our second language learners with the tools to learn language skills and content. Our intermediate and advance students are immersed in literacy activities that promote vocabulary and language structures of the English language. In addition, the students are engaged in accountable talk and writing activities where they learn to negotiate ideas and enhance their oral language skills, grammar functions, and academic language in order to achieve goals to meet higher standards and attain proficiency in English. Part of our Academic Intervention Services at the school, our ELL population are grouped according to the areas of needs, which is based on the combined modalities of the NYSESLAT (listening/speaking and reading/writing) in order to develop a more suitable program that meets the needs of our population during our ESL Extended Day Program as well as our After School Program, which is supported by Title III. Our 100 minutes of extended day services is used to support second language instruction in vocabulary development, reading and writing strategies through read aloud, Leap Track, and Leap Frog (listening and reading components) where students build on their academic language proficiency.

In the Supplemental School Program (SES), students are highly engaged in literacy skills that enhance the development of vocabulary, reading and writing, test prep strategies, and accountable talk in order to continue improving in the areas of listening and speaking. Technology is

used to incorporate literacy, and accelerate academic language in the second language of instruction (ESL). Furthermore, our Extension of Services Program is supported through strategies based on the state-level and performance indicators data analysis of the NYSESLAT and

Part VI: LAP Assurances

For our Summer Program this target population is recommended to participate in our remediation program (Title III) based on the ELA

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		

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