



P. S. 340

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X340

ADDRESS: 25 WEST 195 STREET, BRONX, NEW YORK 10468

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 340 **SCHOOL NAME:** _____

SCHOOL ADDRESS: 25 West 195 Street, Bronx, New York 10468

SCHOOL TELEPHONE: 718 220 1030 **FAX:** 718 220 1866

SCHOOL CONTACT PERSON: Nelly Maldonado **EMAIL ADDRESS:** nmaldon@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mary Dillon

PRINCIPAL: Nelly Maldonado

UFT CHAPTER LEADER: Mary Dillon

PARENTS' ASSOCIATION PRESIDENT: Carmen Vargas

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** HOT104 formerly known as CFN6

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 members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Nelly Maldonado	*Principal or Designee	<i>Nelly Maldonado</i>
Mary Dillon	*UFT Chapter Chairperson or Designee	<i>Mary Dillon</i>
Carmen Vargas	*PA/PTA President or Designated Co-President	<i>Carmen Vargas</i>
Belkis Rodriguez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	<i>Belkis Rodriguez</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>	
	CEO Representative, if applicable	
Ana Henriquez	Member	<i>Ana Henriquez</i>
Theresa Lunetta	Member	<i>Theresa Lunetta</i>
Annette Nieves	Member	<i>Annette Nieves</i>
Dolores Curley	Member	<i>Dolores Curley</i>
Jessica Mendoza	Member	<i>Jessica Mendoza</i>
Ana Guaman	Member	<i>Ana Guaman</i>
Elba Maldonado	Member	
Griselda Marte	Member	<i>Griselda Marte</i>
Lourdes Rendon	Member	<i>Lourdes Rendon</i>
Patricia Sanchez	Member	<i>Patricia Sanchez</i>

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. 340 opened its doors for the first time on September 9, 1999 and it provides well rounded instruction to children in pre-kindergarten to grade six. Located in the Kingsbridge Heights community of the Northwest Bronx, P.S. 340 is fortunate to serve a diverse population. Our students hail from many nations and bring a rich cultural heritage to our school.

The mission of Public School 340 is to educate the whole child, help him or her achieve high standards, develop his/her self-esteem, sense of community, social responsibility, values, aesthetic awareness, mental and physical health, citizenship and to instill a life-long love of literacy and learning.

P.S. 340 enjoys enormous support from the community. The facility while lacking a gymnasium and auditorium has a spacious schoolyard, science room, art room, library and computer room. This Fall we will open a new playground. The heart of the school is its faculty. They bring enthusiasm and compassion to their professional tasks. They model a life-long zest for learning and plan and work cooperatively. The teachers are assisted in their work by an active and caring parent teacher association.

We offer a balanced literacy program based on the New York City Department of Education guidelines using the workshop model. Each teacher plans and implements a two-hour literacy block. Mathematics instruction takes place in a 75 minute block. We currently use Every Day Math in Pre-k to fifth grade and Impact Math in grade 6. Expert instruction can only be delivered by expertly trained teachers. For that reason attention to adult learning is a hallmark of P.S. 340. Professional development is provided in all curricular areas.

In order to help our children succeed we offer numerous academic interventions. These include School Day and Extended Day/Week programs, tutoring, cross age tutoring, and AIS small group instruction. Enrichment activities include: chorus, ballroom dance, theater workshops, Mandarin Chinese, puppetry and student government.

Kingsbridge Heights is a community rich in resources and history. The community has a vibrant retail economy on Kingsbridge Road and Jerome Avenue, many large employers like the Veteran's Hospital and the Jewish Home and Hospital and is close to subway lines and major roadways. It is served by the Norwood News, the Northwest Bronx Community, Clergy Coalition, the Kingsbridge Heights Community Center and Lehman College.

P.S. 340 has had long term collaborations with Manhattan College, Lehman College, the Metropolitan Opera, The Metropolitan Museum of Art, Wave Hill, Lincoln Center, Theatre Moves, Marquise Studios, American Ballroom Theater, The Wildlife Conservation Society and The New York Botanical Garden. Additionally we provide fieldwork and student teaching opportunities for undergraduate and graduate students from Manhattan College, Lehman College and Teachers College.

Student achievement levels have increased over the past ten years. As a result, P.S. 340 had been designated "A High Performing/Gap Closing School" by the New York State Department of Education.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 340								
District:	10	DBN:	10X340	School BEDS Code:	321000010340				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6	√	10				
Enrollment					Attendance - % of days students attended :				
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	18	18	36		93.7	94.9	TBD		
Kindergarten	86	70	94	Student Stability - % of Enrollment :					
Grade 1	83	79	77	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	77	71	72		95.7	98.1	TBD		
Grade 3	74	70	71	Poverty Rate - % of Enrollment :					
Grade 4	70	70	68	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	67	60	70		78.8	80.8	91.1		
Grade 6	52	61	53	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	0	0	0		2	27	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	1	0		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	1	0	3	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	528	499	544						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	48	51	51	Principal Suspensions	1	3	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	4	TBD		
Number all others	28	41	37	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(BESIS Survey)</i>				Early College HS Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	53	46	63	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	40	40	TBD		
# receiving ESL services only	65	49	60						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	10	9	20	Number of Administrators and Other Professionals	14	14	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	97.5	100.0	TBD
				% more than 2 years teaching in this school	87.5	90.0	TBD
				% more than 5 years teaching anywhere	57.5	67.5	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	80.0	88.0	TBD
American Indian or Alaska Native	0.4	0.6	0.6		100.0	100.0	TBD
Black or African American	13.8	12.6	10.7				
Hispanic or Latino	77.8	79.0	80.9				
Asian or Native Hawaiian/Other Pacific Isl.	4.9	5.8	4.2				
White	3.0	1.6	2.4				
Male	47.7	49.3	49.8				
Female	52.3	50.7	50.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)			√	Basic	Focused	Comprehensive
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	6	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	91.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	13.8			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	19.3			Quality Statement 4: Align Capacity Building to Goals	W		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	53						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	5.3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

P.S. 340 has enjoyed a long term increase in student as measured by standardized tests. During the 2008-2009 (last year for which we have data) school year 68 percent of our youngsters scored in the proficient range on the ELA and 84.7 percent scored in the proficient levels in Math. We have met AYP in all categories and scored an A on the NYC progress report. Our ELL vertical inquiry conducted a needs assessment designed to illuminate the challenges faced by and needs of the mainstream teachers when instruction students who are learning English as an additional language. Our teaching staff is highly stable. A core value of the school is that all youngsters will have access to the same rigorous curriculum. Our challenge is to build scaffolds that assist the performance of each learner. As we progress we take increasingly deeper looks at our academic program and the delivery of instruction and have determined the following needs:

- Greater alignment with mandated standards to ensure continuity of instruction.
- Increased opportunities for collaborative planning in order to achieve clear objectives, to build on prior knowledge, incorporate problem solving activities, encourage critical thinking, use a variety of assessment strategies and challenge students.
- A need to ask better and deeper questions and to develop micro and macro thinking skills.
- A need to keep assessment close to the delivery of instruction; to find ways to tell that instruction has been effective – that the children are getting smarter.
- A need for consistency of academic rigor.
- Professional Development in order to enable teachers to review student performance and reflect on their instructional moves to determine if high standards are being met, and use diagnostic information more effectively. Increased opportunities for teachers to work collaboratively to refine teaching practice and to share leadership.
- A need to transfer agency for learning to bring students into the understanding that they share responsibility for successful learning and to have students give evidence of being able to apply what they have learned.
- A need for strategic instruction in reading comprehension for middle grades youngsters.
- A need to improve students' mathematical understanding of number sense.

The stability of our staff (one new teachers were hired lat year), the expertise of our teacher leaders and coaches and our commitment to action research and inquiry are reasons why we have been able to improve student outcomes.

Barriers include a budget that has been cut to the bone and time, excessive demands on our time for non instructional matters and finding true ELL experts to raise our knowledge and capacity.

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.

In a review of the information available as of the end of the school year, we have determined that in order to continue to improve student learning and student outcomes we need to increase the instructional capacity of our teachers.

English Language Learners

A review of the results of the inquiry conducted by the ELL vertical study group indicates a need for explicit professional learning designed to help teachers meet the needs of ELL youngsters in mainstream classes.

Early Childhood

A need for greater curriculum coherence in early childhood has been determined. This encompasses a need to delineate curriculum in pre kindergarten and a need to increase early childhood teachers' use of curriculum embedded assessments.

Assessment

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By May 2011, 50% of the mainstream classroom teachers will participate in professional development designed to increase their capacity to meet the needs of the ELL students in their classes.</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>An inquiry/action research team will be formed. The team will be led by the bilingual professional development staff. The team will conduct a needs assessment. Expert assistance will be sought Needs based professional development and coaching will be provided to help mainstream teachers differentiate instruction to meet the needs of ELL students. PD and coaching schedules will be developed</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title One professional development funds will be used for materials, per session and/or per diem staff and consultant if needed.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Results of needs assessment will be shared by November 2010. Professional development will be scheduled. Coaching/observations will be scheduled. Agendas, sign-in sheets and schedules will be used to document progress toward meeting this goal.</p>

Subject/Area (where relevant):	English Language Arts.
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By May 2011, 40 percent of classroom teachers will be using formative assessment to guide their instructional moves as measured by observation, conference notes and itemized class specific student data.
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>	Professional development will be provided in: Determining the assessment task Communicating standards of performance Data collection and record keeping Error analysis Reporting systems and conferences Work sampling
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>	Title One and or AARA funds will be used to support professional learning
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Professional development will be scheduled to conclude before March 2011 and will be documented by agendas and attendance logs. Peer and administrative observations will measure progress toward meeting the goal. 40 percent of classroom teachers will use formative assessment to inform their instruction.

Subject/Area (where relevant):	Early Childhood
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By May 2011, Pre K staff will have developed a draft curriculum calendar
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>	Pre kindergarten staff will engage in a study group charged with creating a draft map of the pre K curriculum. It will include: Learning expectations, Pedagogical practice, Planning/Pacing, Strategies, materials, activities.
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>	Resources include, fees for outside professional development in work sampling, per session, professional materials/books.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Draft calendar will be shared with the staff on the Chancellor's conference day.

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	12	10	N/A	N/A	0	0	0	10
1	45	30	N/A	N/A	5	0	0	12
2	35	20	N/A	N/A	4	0	0	10
3	45	35	N/A	N/A	3	0	0	8
4	48	37	6	8	0	0	0	5
5	30	35	7	12	2	0	0	3
6	22	24	6	5	0	0	0	1
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:	Opportunities for reduced pupil teacher ratio are provided during the school day via the services of a push in or pull out teacher and/or class size reduction. Grade four youngsters participate in an early morning (before school) ELA program. Youngsters in grades 3 through six attend our Saturday morning ELA program
Mathematics:	Opportunities for reduced pupil teacher ratio are provided during the school day via the services of pull out teacher and/or class size reduction. Grade four youngsters will participate in an early morning Math program. In addition the math coach teaches a section of the fourth thus providing reduced class size during mathematics instruction for all fourth graders. Youngsters in grades 3 through six will attend our Saturday morning Math program.
Science:	AIS providers, content specialists and classroom teachers provide small group academic intervention and enrichment
Social Studies:	AIS providers, content specialists and classroom teachers provide small group academic intervention and enrichment.
At-risk Services Provided by the Guidance Counselor:	Counselors and the social worker meet with students in small groups and individually to address social skills, character development, conflict resolution, study skills, bereavement and self awareness concerns that have been identified by the classroom teacher, Instructional Support Team, parent, self referral, or school staff member.
At-risk Services Provided by the School Psychologist:	At the behest of the Instructional Support Team, the school psychologist meets with students who are not meeting academic grade standards due to behavioral and/or emotional concerns and youngsters who may have experiencing loss or grief.
At-risk Services Provided by the Social Worker:	Counselors and the social worker meet with students in small groups and individually to address social skills, character development, conflict resolution, study skills, bereavement and self awareness concerns that have been identified by the classroom teacher, Instructional Support Team, parent, self referral, or school staff member.

At-risk Health-related Services:	The nurse and other health professionals provide guidance and instruction on health related matters for individuals and groups of students and their parents and teachers.
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.

Home language survey data are reviewed annually. Teachers give input as to their translation needs and high needs times have been defined.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
The overwhelming need is for translation into Spanish and to provide oral translators to aid parents in their daily interactions with school staff. High volume times for translation are September (registration and back to school meetings), parent teacher conferences, ELL orientation, SLT planning and CEP development and curriculum meetings. Critical times include SBST meetings, guidance interactions and the explanation of test results.

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.

School specific written communications are and will continue to be translated into Spanish by school staff. Translated documents will be transmitted to parents at the same time information is distributed in English. Translated documents will be vetted by staff members who are academic speakers of Spanish to ensure both content and language is accurate and proper.

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.

The following oral translation services have been provided by school staff as needed and they will continue to provide services when required: Arabic, Chinese, Korean and Greek. Albanian and Bengali has been and will continue to be translated by parent volunteers.

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

The school will conform to the directions given by the Chancellor. Regulations will be disseminated to appropriate staff and parent leaders.

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:	456,030	209,322	665,352
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,560	2,093	6,653
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,802	*	
4. Enter the anticipated 10% set-aside for Professional Development:	45,603	*	

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**.

Parent Involvement Policy of P.S. 340

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care, home visits or other alternate forms of communication for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about programs via meetings (i.e. annual Title I School Wide Programs meeting(s), curriculum meetings, etc.)

- workshops (monthly or bimonthly)
- brochures
- parent bulletin board
- parent calendar
- flyers

To recruit, support and involve parents in school wide planning and decision making process, e.g.,

- School Leadership Team
- Parent Involvement Subcommittee

To encourage and actively involve parents in planning, reviewing and improving:

- Title I School Wide Program
- School Parent Compact
- School Parental Involvement Policy
- School Comprehensive Educational Plan
- Create a welcoming environment for parents to promote parent participation, i.e.
 - family room
 - parent lending library
 - parent or staff translators at meetings
 - childcare by volunteer parents
 - access to staff via telephone and appointments

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To provide open communication between parents and staff through parent-teacher conferences, open houses and written communication

To provide on-going learning opportunities for parents and families:

- workshops related to curriculum, student achievement, standards of
- academic performance, promotion standards, etc.
- Math Evening/workshop(s)
- Literacy Evening

- ESL Meetings, etc.

To create a safe and supportive learning environment with well planned instruction and materials which appropriately challenge students.

To provide extensive professional development in order to promote high quality curriculum and instruction.

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.

PUBLIC SCHOOL 340 – PARENT COMPACT

The school and parents working cooperatively to provide for the successful education of the children agree:

THE SCHOOL AGREES	THE PARENT / GUARDIAN AGREES
To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation,	To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.

<p>child care, home visits or other alternate forms of communication for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about programs via</p> <ul style="list-style-type: none"> - meetings (i.e. annual Title I School Wide Programs meeting) - Curriculum Night meeting, etc.), - workshops (monthly or bimonthly) - parent brochure - parent bulletin board - flyers <p>To recruit, support and involve parents in school wide planning and decision making process, e.g.,</p> <ul style="list-style-type: none"> - School Leadership Team - Parent Involvement Subcommittee <p>To encourage and actively involve parents in planning, reviewing and improving:</p> <ul style="list-style-type: none"> - Title I School Wide Program - School Parent Compact - School Parental Involvement Policy - School Comprehensive Educational Plan - Create a welcoming environment for parents to promote parent participation, i.e. family room, parent lending library, parent or staff translators at meetings, childcare by volunteer parents, access to staff via telephone and appointments. <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To provide open communication between parents and staff through:</p> <ul style="list-style-type: none"> - parent-teacher conferences, open houses and 	<p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning.</p> <p>To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1st grade students; and listen to grade 2 and 3 students read for 15 to 30 minutes per day.</p> <p>To monitor his/her child's/children's:</p> <ul style="list-style-type: none"> - attendance at school - homework - television watching <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child's/children's teacher about their educational needs.</p> <p>To make literacy development a family focus:</p> <ul style="list-style-type: none"> - encourage his/her child to write at home for real purposes (e.g., letters to relatives, shopping lists, thank you notes, diaries, special occasion invitations) - read at home with each child as part of the daily routine, encourage and supervise his/her child's reading of at least twenty five books or book equivalents each year (e.g., books, magazine and newspaper articles). - utilize local public libraries to expand and enhance his/her child's literacy experiences (e.g., library card, storytelling). <p>To make math development a family focus:</p> <ul style="list-style-type: none"> - increase family awareness of the school's mathematics instructional program (e.g., participate in family math workshops, review math homework). - encourage his/her child to use math at home and in daily living to create real math experiences (e.g., playing math games, creating household and shopping budgets, comparative shopping as a math experience).
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<p align="center">ESCUELA PUBLICA 340 – COMPACTO DE PADRES</p>	<p align="center">COMPACTO DE PADRES</p>
<p>To provide on-going learning opportunities for parents and families:</p> <ul style="list-style-type: none"> - workshops related to curriculum, student achievement, standards of academic performance, promotion standards, etc. <p align="center"><i>La escuela y los padres están trabajando en conjunto para proveer una educación exitosa para sus hijos</i></p>	<p>To regularly review and sign his/her child's schoolwork at home (e.g., review notebooks, homework and special projects), curriculum meetings</p>
<p align="center">ACUERDO DE LA ESCUELA</p> <p align="center"><i>Math Evening Literacy Evening ESL Meetings, etc.</i></p>	<p align="center">ACUERDO DE LOS PADRES / TUTORES:</p> <p align="center"><i>quarterly report cards reasonable access to staff opportunities to volunteer and participate in their child's class</i></p>
<p>OFRECER un número flexible de reuniones en diferentes tiempos, y no es necesario que los padres asistan en persona. Se proveerá planes de transporte y otros servicios apropiados para aquellos padres que se les he imposible asistir a las reuniones regulares de la escuela.</p> <p>PROVEER un número flexible de reuniones en diferentes tiempos, y no es necesario que los padres asistan en persona. Se proveerá planes de transporte y otros servicios apropiados para aquellos padres que se les he imposible asistir a las reuniones regulares de la escuela.</p>	<p>FORMAR parte de los programas, comités, evaluaciones y reviso de trabajo que implica a la escuela y los padres.</p> <ul style="list-style-type: none"> - committees - scheduled observation of classroom activities
<p>ESCRIBIR extensiva professional development in order to promote high quality curriculum instruction</p> <p>ENVOLVER activamente a los padres en planificaciones, exanimaciones y progresos en el programa llamado Título I (Title I), y en la póliza de compromiso paternal/maternal.</p>	<p>PARTICIPAR en el comité de sus hijos en la escuela y en actividades de la comunidad local educacional o la escuela, do como criar y enseñar a sus hijos.</p> <p>To supervise and monitor his/her child's:</p> <ul style="list-style-type: none"> - television watching - video game playing - internet use
<p>PROVEER a los padres con informaciones al día sobre todos los programas.</p> <p>PROVEER representación en contorno, el resultado de la evaluación individual de cada estudiante, y para aquellos individuos pertinentes proveer información educacional del distrito de la escuela.</p>	<p>TRABAJAR con sus hijos en los trabajos de la escuela; leerles de 15 a 20 minutos diario a los estudiantes que pertenecen a los grados Jardín Infantil y primero; y escuchar a los estudiantes de 2 y 3 leer de 15 a 30 minutos diario.</p> <p>To actively participate in curriculum and informational parent meetings as well as parent-teacher conferences at the school.</p>
<p>PROVEER alta calidad de currículo e instrucciones.</p> <p>TRATAR con los asuntos de comunicación entre los profesores y los padres a través de:</p> <ul style="list-style-type: none"> - Conferencias de padres y profesores al menos una vez al año. - Reportes frecuentes a los padres sobre el progreso de sus hijos. - Oportunidad de participación voluntaria en las clases de sus hijos. - Observación de las actividades del salón de clases. 	<p>CONTROLAR a sus hijos:</p> <ul style="list-style-type: none"> - asistencia a la escuela - asignaciones - mirar television por mucho tiempo <p>To become familiar with school, district and city-wide assessments (e.g., DRA, ECLAS, CTB, ELA, TEM) and plan to prepare his/her child for test experiences.</p>
<p>ASEGURARSE que los padres participen en actividades de desarrollo profesional se la escuela determina que éste es apropiado. Como por ejemplo:</p>	<p>COMPARTIR las responsabilidades para mejorar el éxito del estudiante.</p> <p>To complete surveys and provide feedback so that Title I Parent involvement activities meet the needs, concerns and interests of parents</p>
<p>ASEGURARSE que los padres participen en actividades de desarrollo profesional se la escuela determina que éste es apropiado. Como por ejemplo:</p>	<p>MANTENER comunicación con los profesores de sus hijos con respecto a sus necesidades educacionales.</p> <p>To become familiar with and support the school dress code, discipline code and safety plan procedures.</p>
<p>ASEGURARSE que los padres participen en actividades de desarrollo profesional se la escuela determina que éste es apropiado. Como por ejemplo:</p>	<p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or needs to help them be more effective in assisting their child/children their the education process.</p>

<ul style="list-style-type: none"> - Clases de alfabetización - Talleres de estrategias de lectura. 	
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Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
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2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Instructional Approach for Reading and Writing at P.S. 340

Grades K – 3:

Instructional Materials: Classroom Libraries, supplemented by *Month-by-Month Phonics*, and *Sets of books for guided reading instruction*.
 Planning Guide – Pacing and Alignment Calendar
 120 Minute Literacy Block (Balanced Literacy, including daily writing activities)
 Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, a full-time Reading Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators.

Additional Support for Students (when necessary)

Grades 4 – 6:

Instructional Materials: Classroom Libraries

Planning Guide – Units of Study in Reading and Writing Calendars

90 Minute Literacy Block (Balanced Literacy, including daily writing workshop)

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, a full-time Reading Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school, facilitate planning and reflecting sessions before units of study and after appraise students work.
- Ongoing PD for all teachers, coaches, and school administrators.

Additional Support for Students (when necessary)

Components of a **Balanced Literacy** Program:

1. **Independent Reading:** Students read a book at their independent level. The teacher confers with students during this time. (Approximately 30 minutes.)
2. **Independent Writing:** Students maintain work folders, Writer’s Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study, students work carefully to change their raw material into published pieces. (Approximately 45 minutes.)
3. **Shared Reading:** Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is chunked by the teacher to model specific reading and writing strategies. (Approximately 10-15 minutes.)
4. **Interactive Writing:** In the lower grades teachers invite students to take risks in recording their oral sentences into written text. (Approximately 10-15 minutes.)
5. **Read Aloud:** The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers. (Approximately 15-20 minutes.) After a comprehension check, students choose a topic of conversation and draw themes/treasures at the end. (3-6)
6. **Word Study:** Depending upon grade, may be phonics, word study including prefixes and suffixes, root words, word families or words from the read aloud. (Approximately 20 minutes.)
7. **Guided Reading:** The teacher leads small group instruction based on assessed needs (Approximately 20-30 minutes.)

Classroom Libraries will consist of children’s literature, including fiction, poetry, series and non-fiction books that appeal to a variety of different interests, to better engage students in reading writing and leveled books to help students select books to practice in at their independent levels.

Professional development will be provided to assist performance in every aspect of our reading and writing calendar. PD includes planning sessions, workshops, coaching and working in a lab site. Judy North will oversee pd for grades K-2 and Emma Suarez will have responsibility for 3-6. PD is differentiated for level and of practice. Emphasis will be on content literacy, micro and macro thinking and vocabulary development.

Instructional Approach for Mathematics

Grades K – 5:

Instructional Materials/Texts: *Everyday Mathematics* supplemented by *Math Steps*

Planning Guide – Pacing and Alignment Calendar

Math Block: 60 minutes – Grades K – 2; 75 minutes Grades 3 – 5:

- Warm Up
- Teaching Lesson
- Ongoing Learning and Practice / Math Journal
- Extra Practice / Enrichment / Minute Math
- Games / Skills Practice / Test Prep
- Embedded Assessment: Ongoing Assessment; Product Assessment – Looking at Student work; Periodic Assessment – Unit/mid-year/end of year assessment

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, a full-time Math Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators.

Additional Support for Students (when necessary)

Grades 6

Instructional Materials/Texts: *Impact Mathematics* supplemental by *Hot Words, Hot Topics*

Planning Guide – Pacing and Alignment Calendar:

60+ Minute Math Block:

- Motivation: Explore
- Mini-lesson:
 - Investigate
 - Problem Set A
 - Think/Discuss
 - Problem Set B
- Share/Summarize
- On Your Own
- Connect/Extend
- Homework, Skills Practice, Test Prep

- Additional Support for Students (when necessary)

3. Instruction by highly qualified staff.

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

All teachers/instructional support staff participate in high quality needs driven professional development. Weekly time is set aside for adult learning. School based math and ELA coaches deliver differentiated professional development. SWP funds provide for consultant residencies in mathematics and ELA/reading.

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

P.S. 340 provides field work and student teaching experience for undergraduate and graduate students from Manhattan College, Lehman College and Teachers College. As a result we have an opportunity recruit and train teachers during their pre-service experience. Many of our staff members hold multiple certifications. We have a highly stable staff. One new teacher joined our ranks this year.

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

Both the literacy and math staff provide support to parents around understanding curriculum expectations. Parent learning is a component of the extended week program. Links to CBO enhance parent learning/involvement. These include Cornell Cooperative Extension, Wave Hill, St Barnabas Hospital, Office of Emergency management and the NYC police department.

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

P.S 340 hosts two Pre-Kindergarten classes and works with community agencies to smooth the transition to kindergarten. Parent and prospective students visit kindergarten classrooms during the registration period. Orientations are provided.

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

Distributed leadership is a tenet of our administration. Teachers and groups of teachers are charged with developing and revising curriculum maps, developing criteria and rubrics for evaluating student work, reflecting on and evaluating their own practice and deciding how best to assess their students' learning.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

As a result on on-going assessment youngsters are provided with instructional opportunities that meet their individual needs. The following activities will ensure that students who experience difficulty mastering their proficient or advanced levels of the academic achievement standards: AIS, Saturday Academy, morning program, small group instruction, and differentiated instruction.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

As a school in good standing, P.S. 340 welcomes children through the NCLB transfer program. Our counselor coordinates services for them as well as access to local services and programs.

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 383,065.20	✓	11
Title I, Part A (ARRA)	Federal	✓			\$ 207,228.78	✓	13
Title II, Part A	Federal	✓			\$ 402,303	✓	11
Title III, Part A	Federal			✓		✓	
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			\$ 3,017,901	✓	11, 12, 13, 14

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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

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

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

This appendix must be completed by all 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: _____ **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.
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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are 54 STH students are in attendance currently.

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

When STH youngsters are in attendance they are provided with guidance services. Our guidance counselor coordinates services with other agencies. She also ensures that all mandated services are in place. In addition STH youngsters receive small group AIS and homework assistance. We provide family specific assistance to STH parents as well.

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. 340					
District:	10	DBN:	10X340	School		321000010340

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	36	36		93.7	94.9	93.6
Kindergarten	70	94	95				
Grade 1	79	77	81	Student Stability - % of Enrollment:			
Grade 2	71	72	87	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	70	71	73		95.7	98.1	91.8
Grade 4	70	68	66	Poverty Rate - % of Enrollment:			
Grade 5	60	70	71	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	61	53	66		78.8	91.1	92.1
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		2	27	61
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	1	0
Ungraded	0	3	3				
Total	499	544	578				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	51	51	47	Principal Suspensions	1	3	1
# in Collaborative Team Teaching (CTT) Classes	0	0	10	Superintendent Suspensions	0	4	0
Number all others	41	37	49				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	46	63	TBD	Number of Teachers	40	40	42
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	14	3
# receiving ESL services only	49	60	TBD				
# ELLs with IEPs	9	20	TBD	Number of Educational Paraprofessionals	3	3	13

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	97.5	100.0	100.0
				% more than 2 years teaching in this school	87.5	90.0	90.5
				% more than 5 years teaching anywhere	57.5	67.5	76.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	88.0	97.6
American Indian or Alaska Native	0.6	0.6	0.2	% core classes taught by "highly qualified" teachers	100.0	100.0	95.5
Black or African American	12.6	10.7	9.9				
Hispanic or Latino	79.0	80.9	82.7				
Asian or Native Hawaiian/Other Pacific	5.8	4.2	4.3				
White	1.6	2.4	2.8				
Male	49.3	49.8	50.7				
Female	50.7	50.2	49.3				

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:				NR	
Overall Score:	51.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.8						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 104	District 10	School Number 340	School Name type here
Principal Nelly Maldonado		Assistant Principal Alexei Nichols	
Coach Emma Baez-Suarez		Coach Nancy Iodice	
Teacher/Subject Area Ana Henriquez/BilingualTeacher		Guidance Counselor Rhonda Hughes	
Teacher/Subject Area Daisy Baez/BilingualTeacher		Parent Carmen Vasquez	
Teacher/Subject Area Mary Dillon/Science		Parent Coordinator Maria Acosta	
Related Service Provider Hsiao-yiing Liu/ESL		Other Felipe Orozco/BilingualTeacher	
Network Leader Bob Cohen		Other Lourdez Rendon	

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	5	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	581	Total Number of ELLs	131	ELLs as Share of Total Student Population (%)	22.55%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

1. The Pupil Accounting Secretary distributes a Home Language Identification Survey to all new admits. Based on the information parents enter on this form we determine the child home language and whether they are eligible for the LABR. An assigned certified bilingual teacher will then conduct an interview in the parent's native language to gather information about the child's educational background and home language. All students who are identified as eligible for the NYSESLAT are appropriately grouped by their age, grade and testing modifications prior to the administration of the test.

2. Our school sends an invitation to parents of newly admitted students who are entitled to the Bilingual/ESL services. The parent orientation meeting is held several times at the beginning of the school year. Parents who are unable to attend the first meeting will be invited to another meeting at a more convenient time. The parent coordinator makes phone calls to parents who have not attended the orientation meetings scheduled at different times. In addition, certified mail is sent to parents who have not responded to the invitation to these meetings.

At the meetings, the ESL teacher, the second grade bilingual teacher, and/or the parent coordinator explain three programs to the parents in parents' home languages. Parents have opportunities to ask questions about educational programs and services available for their children. Parents are also provided with a brochure "A Guide for Parents: Transitional Bilingual Education Programs, Dual Language Programs, and English as a Second Language Programs." In addition, parents view an Orientation Video for Parents of English Language Learners. The brochures and videos are available in different languages such as Bengali, Urdu, and Spanish. If a parent's home language is other than what is available in the brochures and videos, there is usually a parent interpreter present for assistance whenever it is possible.

Parents of the students who need continued services in the Bilingual/ESL programs are sent a Parent Choice Continuation Letter once a year to inform them of the services available for their children. They are asked to choose a program suitable for their children.

3. To ensure that all Program Selection Forms are returned, our school has numerous steps in place. Whenever the Program Selection Forms for continuing entitled students are not returned, the ESL teacher reminds these students to ask their parents to return the signed continuation forms. After two reminders, the parent coordinator places phone calls to the parents who have not returned the continuation forms. As for the parents of newly enrolled and identified ELLs, ELL orientation meetings are scheduled for them at different times. At the meetings, the Program Selection Forms are filled out after these parents are provided with the essential information regarding the three program models available in the New York City public school system. The parent coordinator makes phone calls to these parents to invite them to meetings at a convenient time to them. In cases where parents cannot be reached, certified mail is sent to them to notify them of the date and time of a new meeting. Every effort is made to reach out to parents of ELLs to inform them of the educational programs available to their children.

4. The LAB-R is given to all students who qualify based on the Home Language Identification Survey. If the child is eligible for bilingual or ESL services, the Bilingual Coordinator will show the parent the Orientation Video for Parents of English Language Learners that describes the program options (Transitional bilingual program or free-standing ESL). And the parents will select their program preferences.

5. According to the Parent Survey and Program Selection forms for newly admitted students for the past three years, more parents requested the Transitional Bilingual Program as their first choice. For the school year of 2008 to 2009, 82% of parents chose the Transitional Bilingual Program, and 18% of parents chose the English as a Second Language Program. For the school year of 2009 to 2010, 92% of parents chose the Transitional Bilingual Program, and 8% of parents chose the English as a Second Language Program. For the school year of 2010 to 2011, 80% of parents chose the Transitional Bilingual Program, and 20% of parents chose the English as a Second Language Program. (See the attached table.)

This trend of requesting the Transitional Bilingual Program as the first choice seems to correlate with the fact that many newly admitted students were more dominant in Spanish. Parents of students who were more dominant in English tended to choose the English as a Second Language Program. There were individual cases where parents requested the English as a Second Language Program even though their children had limited English proficiency.

In the past three years, more than half of the parents of first and second graders requested the Transitional Bilingual Program as their first choice: 68% and 86% in 2008-2009, 81% and 84% in 2009-2010, and 90% and 96% in 2010-2011. For the school year 2010-2011, the majority of parents (86%) of third graders chose the Transitional Bilingual Program when it was offered to them. Parents of fourth grade and up requested the English as a Second Language Program as their first choice. The trend for parental choice in fourth grade and up seems to opt for more English instruction.

6. The programs offered at our school are generally aligned between parent choice and program offerings. After the parent orientation meetings, the Parent Survey and Program Selection forms for newly admitted students are reviewed. Students are placed in the programs that their parents have requested for them.
The continuation letters for the Bilingual and ESL services are also reviewed. Parents' program choices are aligned with student placements.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
Check all that apply	

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	1	0	0	0							4
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	2	1	2							9
Total	2	2	2	2	2	1	2	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	131	Newcomers (ELLs receiving service 0-3 years)	105	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	1

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	79	0	0	2	0	0	0	0	0	81
Dual Language										0
ESL	26	0	5	23	0	7	1	0	6	50
Total	105	0	5	25	0	7	1	0	6	131

Number of ELLs in a TBE program who are in alternate placement: 1

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	20	19	24	18										81
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	20	19	24	18	0	81								

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									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	
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:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	1	7	11	8	13							44
Chinese				1										1
Russian														0
Bengali	2													2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other			1				1							2
TOTAL	5	2	2	8	11	8	14	0	0	0	0	0	0	50

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1a. Our school adopts different organizational models for our ELL population. There are bilingual self-contained classes in kindergarten, Grade 1, Grade 2, and Grade 3 respectively. There are ESL pull-out programs in Grades 1, 2, 3, 4, 5, and 6. There are also push-in ESL programs where the ELLs are provided with the ESL services in their classes.

1b. Our ELL population is provided with the mandated services mostly through homogeneous grouping based on their English proficiency levels and grades. In most of the bilingual classes, the students are at the beginning and intermediate levels. 50% of the students in the third grade bilingual class are at the advanced level and the other 50% are at the beginning and intermediate levels. The four bilingual classes are formed by grade. As for the ESL pull-out and push-in programs, the grouping is mainly based on the students' English proficiency levels and grades. The Grade 1 group is composed of ELLs at the intermediate levels. The Grade 2 group is heterogeneous. The Grades 3, 4, 5, and 6 groups are mainly at the intermediate and advanced level. When there are differences in proficiency levels, other groups are formed to make the grouping more homogeneous. For instance, the new comers in Grade 4 and 6 receive the ESL instruction 5 periods a week in addition to a group instruction to meet their unique language needs. Every effort has been made to group students according to their language needs.

2a. In order to ensure that all students receive the mandated instructional minutes from Part 154, all bilingual teachers incorporate ESL, ELA, and NLA into their daily instructional day. ESL, ELA and NLA instructional minutes are integrated throughout the content area instruction over the course of the day. The beginning ELLs receive 360 minutes of ESL per week and 60-90 minutes of NLA per day. The intermediate ELLs receive 360 minutes of ESL and 45-60 minutes of NLA per day. And the advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA per day, and 45 minutes of NLA 45 minutes per day.

The ESL instruction in the pull-out and push-in programs is delivered following the NYS Learning Standards in ESL. As required by CR Part 154, the beginning and intermediate ELLs receive 360 minutes of ESL per week, and the advanced ELLs receive 180 minutes of ESL per week. The ELA instruction is delivered following the NYS Learning Standards in English Language Arts. As required by CR Part 154, the advanced ELLs in the TBE and ESL programs receive one unit of instruction per week, i.e., 180 minutes of English Language Arts instruction. The ELLs are receiving the required instruction in the content areas: Math, Science, and Social Studies. As required by CR Part 100 and CR Part 154, the ELLs receive one unit of instruction, i.e., 180 minutes, in each of the content areas per week.

3. In order to ensure that contents are comprehensible, teachers use the following methods: Our literacy program for ELLs adheres to the Children First Initiative's uniform curriculum. All of our ELL programs use a balanced approach to literacy: read aloud, shared reading, guided reading, independent reading, and various writing cycles. All of ELL programs are also aligned with state standards, including New York State Learning Standards for all curriculum areas and New York State ESL Standards.

In the transitional bilingual program, all the ELLs learn the same content areas as their general education peers. The materials are made comprehensible to them through the ESL strategies. For example, in the second grade bilingual class, the bilingual teacher uses the social studies curriculum created by the Bilingual Team at our school to support our ELLs. Based on the assessment data that show the higher speaking and listening proficiency levels than the reading and writing proficiency levels in their native language, the second grade bilingual teacher has decided to provide more support to strengthen their oral language to facilitate their reading and writing skills in the social studies curriculum. In the third grade bilingual class, ELLs benefit from preview-view-review format in mathematics and are taught explicit

vocabulary in their native language first in order to promote the transfer of mathematical skills to their second language. To support the learning of ELLs in the ESL program, a variety of instructional materials are used. The ESL component in our ELL programs is literature-based. Children's literature is used to facilitate acquisition of four language skills. Graphic organizers, interviewing techniques, recording data, structuring information in easily accessible visual formats, audio-visual aids, and the other techniques are used to facilitate learning. Technology is also integrated into the instruction to facilitate language and content acquisition. The computer programs used to facilitate learning and language acquisition are Microsoft Word, PowerPoint, Timeliner, and WebBlender. In addition, to address ELLs' linguistic needs in learning the conventions of the English language, *World of Language* published by Silver Burdett Ginn, and handbooks for writing and learning published by Houghton Mifflin are used. In addition to the ESL instruction in the ESL programs, these ELLs also receive content area instruction from their classroom teachers and science teachers with the ESL methodologies. Every effort is made to make the contents comprehensible to the ELLs.

4a. Students with interrupted formal education require our special attention. Currently our school does not have any SIFE students. If SIFE students do enroll in our school in later days, we will use a similar model we currently employ with newly arrived ELLs. In addition to the small-group instruction during the school day to address their social and academic needs, these students will also receive extended instructional time. The extended instructional time can be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. In all these programs, scaffolding strategies such as contextualization, modeling, and schema building will be used for significant ESL and academic development.

4b. For our newly arrived ELLs who have not had any exposure to the English language and whose home language is not Spanish, we instruct them in a small group in English. These students also receive extended instructional time through after-school classes or tutoring, Saturday programs, and/or summer programs. As mentioned above, scaffolding strategies will be employed to facilitate ELLs' ESL and academic development.

If these newly arrived ELLs speak Spanish and they are in early childhood grades (K through 3), they are placed in our transitional bilingual programs. They receive instruction mainly in Spanish at first since native language instruction is more accessible to them. As they go up the grades, more English is used in instruction.

For the transitional bilingual program, the intermediate ELLs receive 45-60 minutes of NLA instruction and the advanced ELLs receive 45 minutes of NLA instruction. Other content area subjects are taught in both Spanish and English with ELLs' Spanish and English proficiency levels taken into consideration.

In general, our kindergarten, grade one, and grade two ELLs fit into the category of less than three years in US schools. The CR Part 154 instructional unit requirements for the ELLs are met. The beginning and intermediate ELLs receive 2 units of ESL instruction per day, i.e., 360 minutes per week, and the advanced ELLs receive 1 unit of ESL instruction and 1 unit of ELA instruction per day, i.e., 180 minutes per week. All instruction is aligned with the New York State Learning Standards in ESL, literacy and other curriculum areas for each grade.

Furthermore, there is additional support for the ELLs. There is a reduced pupil teacher ratio for AIS. There are guided reading groups. There is also after-school extended day and tutoring. There are also push-in coaches and teachers.

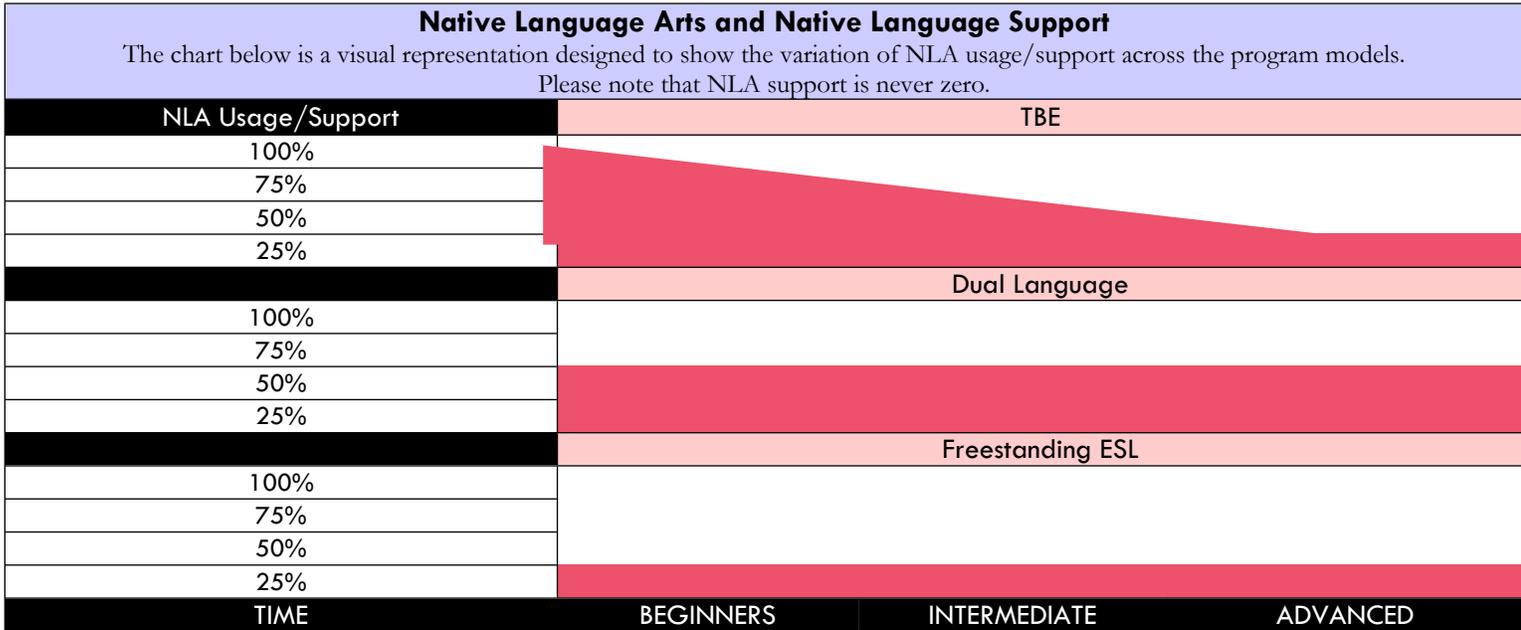
4c. We provide extensive support in reading and writing. We also provide scaffolding strategies to assist them with the acquisition of CALP (Cognitive Academic Language Proficiency). We also build on student's schema to enhance their conceptual knowledge and provide opportunities for students to extend their learning through extracurricular activities, AIS, Extended Day, push-in and early morning and after-school programs.

4d. Research has shown that most newly arrived ELLs need about 4-7 years of instruction before they are fully prepared to perform on a par with other native speakers of English. In general, the long-term ELLs who have been in our school for six years or more are proficient in listening and speaking in English. They have special needs in their cognitive academic language proficiency. An extensive support for their reading and writing proficiency is required. Our plan is based on Walqui's model (2003). The long-term ELLs are provided with scaffolding strategies to assist them in developing their linguistic and academic competence. For example, modeling is used extensively to walk ELLs through an academic task, to do it with them together, and to provide them with clear examples of how it can be done. The other scaffolding strategies such as bridging, contextualization, and schema building are also utilized to facilitate ELLs' acquisition of higher linguistic and academic proficiency. In addition, the long-term ELLs also receive extended instructional time through after-school classes or tutoring, Saturday programs, and/or summer programs.

4e. The ELLs identified as having special needs in our school are in the self-contained special education classes. The student-teacher ratios are better. These ELLs receive more individualized attention in their classrooms. In addition, depending on their NYSESLAT proficiency levels, they receive IEP mandated ESL services as required by CR Part 154 regulations. The ESL instruction and ELA instruction are aligned with the New York State Learning Standards in ESL and ELA. These ELLs also receive extended instructional time through after-school classes or tutoring. Currently there is one student whose IEP indicates a bilingual special education placement. She is currently awaiting a bilingual special education placement in another school as we do not offer this program in our school. To accommodate her learning needs, she has a bilingual language paraprofessional assigned to her in the monolingual special education class.

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 here

5. We continue to offer a wide variety of academic interventions during the school day to address the educational needs of ELLs. In addition to the mandated Bil/ESL services, during the school day, kindergarteners, first, second, and third graders receive small-group reading instruction, in both Spanish and English, five days per week. In the first, second, and third grades ELLs receive pull-out guided reading instruction in English twice weekly. All of these interventions include comprehensive instruction in writing, reading, speaking, and listening.

We are supplementing curricular programs for ELLs with specific groups that meet during the Extended Day period. Extended Day consists of two 50-minute periods per week. Beginning with the first grade, ELLs from general education classes receive language arts instruction with a focus on sight word acquisition and guided reading. A group of students currently enrolled in the bilingual first grade classroom remain with their teacher for the Extended Day period to concentrate on writing skills. They benefit from the addition of an additional bilingual/ ESL teacher in the classroom during this time period.

The second grade focus during Extended Day is on guided reading. Students from the second grade bilingual program, along with the ELLs from general education classrooms, meet with either the bilingual education classroom teacher or a guided reading specialist for small-group instruction. The third grade ELLs in the bilingual class advance their language arts skills through instruction in guided reading and second-language acquisition. The ELLs in the monolingual third and fourth grade classes receive guided reading for explicit reading strategies from an ESL teacher. Both fourth- and fifth-grade ELLs spend Extended Day with two teachers for explicit instruction in reading strategies and vocabulary acquisition. The sixth-grade ELL group meets with two teachers as well. Their Extended Day curriculum revolves around writing instruction, which is integrated with social studies and aligned to the grade-level writing calendar.

Content-area instruction in social studies is provided for the target population by classroom teachers and is delivered entirely in English. In science, ELLs receive all instruction in English. The children attend science class twice weekly in the fourth through sixth grades. An after-school program for second graders (in both general education and bilingual Spanish classes) integrates language arts instruction with the content areas.

Mathematics instruction is delivered in English for the ELLs in monolingual classrooms. The ELLs in the bilingual classes also receive instruction in their native language, Spanish. Teachers in kindergarten through grade five utilize the Everyday Mathematics curriculum, and Impact Mathematics is the curriculum for the sixth grade. Both programs provide options for differentiation and second-language support that are integral to the programs.

Our school also provides opportunities for second through fourth graders to attend a Saturday Academy, which meets Saturday mornings from November through April (with the exception of holiday weekends). Instruction, in English, focuses on preparation for the New York State English Language Arts and Mathematics Tests. Also outside of the school day is the Morning Program for fourth graders, which meets from October through May. Students attend four times per week before school hours. This provides both grade-level English language arts and math instruction and test preparation for ELA and mathematics.

6. The students reaching proficiency on the NYSESLAT are given transitional support during the school day and through after-school classes or tutoring, Saturday programs, and/or summer programs. There are guided reading groups conducted throughout the school day. Push-in coaches and teachers provide additional support as needed. To provide additional testing support, students are also given test modification such as extended time (time and a half) on the standardized tests.

7. An extensive school-wide intervention programs for ELLs will be implemented during the Extended Day block. Small group intensive tutorials will be instituted with a particular focus on reading and writing.

8. None.

9. All programs offered after school are provided to all students, including ELLs. Invitation letters are sent out to all students in multiple languages. Follow-up phone calls are made to insure participation of all students, especially our ELL population. The programs consist of small group targeted instruction, AIS, morning program, after school and Saturday Academy.

10. Our literacy program for ELLs adheres to the Children First Initiative's uniform curriculum. All of our ELL programs use a balanced approach to literacy. All of ELL programs are also aligned with state standards, including New York State Learning Standards for all curriculum areas and New York State ESL Standards. To support the learning of ELLs in ESL, a variety of instructional materials are used. The ESL component in our ELL programs is literature-based. Children's literature is used to facilitate acquisition of 4 language skills. The use of technology such as PowerPoint, TimeLiner is integrated into the ESL instruction. In addition, to address ELLs' linguistic needs in learning the conventions of the English language, World of Language published by Silver Burdett Ginn, and handbooks for writing and learning published by Houghton Mifflin are used.

The series On Your Way to English by the Rigby Company is used for guided reading, while the series Colección PM, also by Rigby, is used for guided reading in Spanish. Cancionero de canción a cuentos is another series we use to support native language literacy development. Everyday Mathematics by McGraw Hill is used in English and in Spanish. The social studies big book series People and Places by MacMillan and McGraw and the series Science by Scott Foresman are used to teach ESL in the content area. Additionally, we also use the social studies series We Live Together by MacMillan and McGraw Hill and Heineman's collection Neighborhood Walks.

11. There are variations in the role of the native language in the TBE and ESL programs. In a TBE program, the native language is an integral part of instruction. Considering second language acquisition research and our ELL population, we have put into practice the theory that strong L1 will facilitate the acquisition of L2.

In our kindergarten transitional bilingual class, the ratio of native language and English instruction is 60% and 40%. As ELLs' proficiency levels in English progress, a higher percentage of English use is applied in instruction. For example, the beginning ELLs are instructed in their native language for 60% of the day, the intermediate ELLs, 50%, and advanced ELLs, 25%. In other words, the beginning ELLs receive 40% of instruction in English per day, the intermediate ELLs, 50%, and the advanced ELLs, 75%. The same principle applies in our first grade transitional bilingual class. In our second grade transitional bilingual class, a higher percentage of English is used in instruction since our second grade ELLs become more proficient in English. The guidelines are similar to what is discussed in the previous paragraph. The school year might begin with 60% and 40% in Spanish and English. As the year progresses, the ratio will go to 50% and 50%, and eventually 25% in Spanish and 75% in English. In our third grade transitional bilingual class, the school year begins with 50% of Spanish and 50% of English since 55% of the ELLs are at the advanced level in NYSESLAT. The six instructional periods are evenly divided by the two languages: three periods with the ESL methodologies and the other three in the native language in math and reading. As the year progresses, the ratio of Spanish to English will be 40% to 60%, which will gradually aim at 25% to 75%. Students receive explicit native language instruction (Spanish) in reading and mathematics. The ELLs in the third grade bilingual class receive reading comprehension strategies in their native language in order to scaffold their second language reading comprehension. They continue to read in their native language in order to support fluency and other reading behaviors and skills. In mathematics, they also benefit from preview-view-review format in mathematics and are taught explicit vocabulary in order to promote the transfer of mathematical skills to their second language.

Native Language Instruction follows the same reading and writing calendar as appropriate by grade level. The literate environment in the classroom, i.e. charts and word walls, supports their literacy work. For children at risk an AIS staff person services the children in small literacy groups.

In the ESL program, the native language is more of a support role. Whenever the use of the native language facilitates learning, it is used through a Spanish dictionary and peer interaction.

12. Yes. All materials ordered are age appropriate and meet the identified needs of our ELLs. Materials are geared to address the needs of our students based on age and grade level. For example, high interest, low level texts, and books with picture support are ordered as needed.

13. During the registration process we conduct a tour of the building to all new incoming students and parents in order to "lower the effective filter" of our incoming students. We invite teachers to meet informally to have informal conversations to get to know the students (informal assessments are given at this time). In addition parents are invited to attend orientation workshops to familiarize them with the materials, resources, and ELL programs offered by the school.

14. N/A

C. Schools with Dual Language Programs

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

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 here

1. Our yearly initiatives for staff development at P.S. 340 include all teachers of ELLs. Teachers are trained to meet instructional goals set by our school, the NYC Children First Initiative and NYS Learning Standards. Our ELLs are challenged to meet the academic demands expected of the other general education students. Their teachers are given full support and training to achieve these goals in literacy, math and the other content areas. There are on-going grade and departmental meetings with our literacy and math coaches and other support staff. Modifications and scaffolds for ELLs are part of the discussions at these grade and departmental meetings. Our scheduled coaching sessions for teachers in the ELL programs (with articulation afterwards) are consistent with the training and/or focus discussed at these meetings. There are also meetings/study group held specifically to support our teachers in the transitional bilingual program. Teachers of ELLs also attend ESL/bilingual workshops offered by the Department of Education.

2. In order to facilitate the transition of our ELLs from elementary to middle school, articulation is discussed between the guidance and fifth and sixth grade classroom teachers, ESL teacher, and students. In addition, middle school workshops are held for parents in English and Spanish. Data on the exam history (ELA, Math NYSESLAT) are reviewed. It is our goal to help students find the right placement for their middle school studies and ELL services in the middle schools. The needed ELL services at the time of the middle school application are pre-printed on the middle school application. Once choices are listed, matches are made to choices. Every effort is made to inform the parents of our ELLs about the middle school options that are available to their children.

3. Bilingual and ESL teachers are providing on-site training to all staff members on effective ESL strategies. Over the course of the year, all new staff or staff in need of Jose P. training will receive a total of 7.5 hours of required ELL training.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents are members of the PTA and serve on the School Leadership Team. They participate in school-led workshops, volunteer in classrooms, and assist with school initiatives. Parents, including the parents of ELLs, are involved in school events/activities. The majority of the workshops/orientations are bilingual (Spanish/English) and the instances that a workshop may only be presented in one language it is shortly after offered in the other dominant school language. For parents that speak limited English and their second language is not Spanish if there is not an individual in the building that speaks their language the Parent Coordinator sits with them one-on-one and contacts the Language Interpretation Unit for over the phone translation.

2. The school does partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents. We have partnered with Cornell University who has provided workshops on nutrition. Bronx Health also comes to the school to conduct workshops on asthma, healthy homes and financial planning. Parents of Pre-K students were recently invited to a bilingual Jump Start activity affiliated with Lehman College. The first CPR class for parents was offered in Spanish and was presented by the Fire Department. The English CPR class is

scheduled to be held in December. P.S. 340 has also joined with the Montefiore Medical Center - Women's Center for a bilingual workshop on The Real AIDS Prevention Project (R.A.P.P.). Cornell University is scheduled to present a series of Nutrition Workshops presented in a bilingual setting (Spanish/English). ELL Orientations are offered in a bilingual setting (Spanish/English) and when there is a parent whose primary language is not English or Spanish the appropriate presentation is shown to them and the handouts are given to them in their native language. Also, if needed the Language Interpretation Unit is contacted for over the phone translation. Parents are also referred to Lehman College for free ESL classes. Bilingual workshops are also offered to parents involving games they can play with their children to reinforce math techniques and reading techniques.

3. Parents participated in the citywide parent survey. They submit their concerns and ideas to the Leadership Team. The needs of the parents are evaluated through surveys, one-on-one conversations between parents and the Parent Coordinator. The Parent Coordinator also takes into consideration the needs of the students to present workshops to the parents offering techniques on how to better assist their children with their school work at home.

4. Parent survey results are used to determine workshop topics. The activities parents are offered are activities they can in turn use with their families at home. For example, parents are always asking for ways they can assist their children with math or reading for the State Exams. As a result a series of workshops is scheduled for the parents to teach them games they can play at home with their children so that they may reinforce the skills the children have learned at school. Another example is the nutrition workshop which teaches parents to cook healthier meals.

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)	14	18	13	5	1	0	3							54
Intermediate(I)	3	3	10	9	5	0	3							33
Advanced (A)	8	0	3	12	5	8	8							44
Total	25	21	26	26	11	8	14	0	0	0	0	0	0	131

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	3	0	0	10
4	1	6	0	0	7
5	7	4	1	0	12
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	6		5		1		0		12
4	1		3		3		0		7
5	5		8		0		0		13
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		4		1		7
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	8		2		2		0		12
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

recognition. The ELLs in the ESL program are administered the ECLAS to assess their early literacy skills. The ELLs in our transitional bilingual program are assessed using either the ELSOL or ECLAS depending on the language of literacy instruction. The DRA and EDL are used to assess the ELLs' reading behaviors in English and Spanish.

The ELLs in Kindergarten are assessed mid-year using the ECLAS and/or ELSOL to determine whether or not they are learning letters and corresponding sounds. Towards the end of the school year, they are again assessed using the ECLAS, ELSOL, DRA, and EDL. The ELLs in first grade are assessed using the DRA and EDL three times a year. Some of them might be assessed more often if they are struggling with learning to read. It is expected that students leaving the first grade achieve at least a reading level of 16-18 to be considered on grade level.

The ELLs in second and third grades are assessed using the DRA and EDL three times a year. Some of them might be assessed using ELSOL only if they are new entrants. All the other ELLs entering our school are assessed using the DRA and/or EDL to determine their reading abilities to establish a baseline reading level at the beginning of the year. The goal is to determine whether or not the ELL is on grade level in English and/or Spanish reading so that appropriate instruction can be provided. At the end of the school year, all the ELLs are assessed using the DRA and EDL. Most of the ELLs in the transitional bilingual program are at or above grade level in reading in Spanish. In English, their reading levels will vary depending on their time of entering into the TBE or ESL program.

Overall, the ELLs are at the beginning literacy level when they first enter the school in kindergarten and first grade. As they progress to the second and third grade, they start developing stronger reading skills. The ELLs in the TBE program progress faster in their native language than in English, which is their second language. Based on the early literacy assessment data, 100 % of entering ELLs in kindergarten and 95% of the entering ELLs in first grade are at the beginning literacy level. Most ELLs enter first grade with complete letter recognition and phonemic awareness. They also enter with early reading behaviors such as one to one matching, directionality and the ability to use pictures to make predictions. In second grade the ELLs in the TBE program start developing stronger Spanish reading skill: 9% at the beginning level, 17% at the intermediate level, 52% at the advanced level, and 22% at the proficient level. For the two ELLs in the ESL program, one is at the beginning level and the other is at the advanced level. The total number is too low to render a significant comparison to their counterparts in the TBE programs. With the English reading levels gathered for the ELLs in the third grade TBE and ESL programs, the data show that their English reading levels are about the same: 83% of ELLs in the bilingual program are at the beginning and intermediate levels and 100% of ELLs in the ESL program are at the beginning and intermediate levels. It seems that in this grade the ELLs in the ESL program read at a little higher level than those in the bilingual program. However, the total number is too low for us to arrive at a statistically significant conclusion.

The data seem to confirm the current research that a solid L1 leads to a stronger L2 and that reading skills can be transferred from the first language to the second language. Our school builds our ELLs' native language proficiency as much as we can so that the acquired literacy skills of the native language can be transferred to the acquisition of the second language, i.e., English.

Take the second grade bilingual class as an example. In the second grade bilingual class, several formative and summative assessments are used to get a clear picture of where the ELLs are in terms of their native language reading proficiency so that relevant data can be used to drive the instruction to further promote their reading proficiency. In addition to that, the current teachers' observations and previous teachers' feedback inform decisions for lesson planning to address a concept, a strategy or a skill to the whole class as well as partnership work, seating placements, small group instruction and individual conferences. For example, the DRA levels in Spanish are used to form groups in guided reading to help students to be fluent readers in their native language. As soon as these ELLs become fluent readers (DRA level 20 or 24) in their native language, guided reading in English with that group can be conducted so that they can transfer what they know about reading to the English language. Vocabulary and grammar are constantly instructed through the use of the ESL methodologies to help them to continue to grow as readers of the second language and to transfer what they already know to the second language.

Data on the ELLs' literacy skills constantly emerge and serve as guides to determine reading groups in appropriate languages in the second grade bilingual class. Currently, the second grade bilingual class has four guided reading groups. There is a group at level 16 in the Spanish EDL. This group is receiving guided reading instruction at least 5 times a week to help them become fluent readers as soon as possible. There are two groups, which are at the beginning guided reading level in English after the ELLs in these two groups demonstrate fluent reader behaviors in Spanish. They are ready to begin guided reading at the English DRA level 14 with scaffolding. There is another group that has been receiving guided reading instruction in English beginning in September since they are at an advanced level in the NYSESLAT. The bilingual classroom teacher and the AIS provider use data to plan instruction together, support students in small groups and change student groups as they advanced to the next reading level. The reading groups are formed with the help of standardized and daily classroom observations. In addition to guided reading, data guide the seating arrangement during English shared reading in the second grade bilingual class. Shared reading is used to help ELLs as a whole class to develop literacy strategies and skills in English. The seating arrangement during shared reading is critical because the ELLs discuss texts and practice reading strategies as partners. The bilingual teacher is also informed by data as to when and where to intervene to support the readers of the second language.

Lastly, based on the assessment data that show the higher speaking and listening proficiency levels than the reading and writing proficiency levels in their native language, the second grade bilingual teacher has decided to provide more support to strengthen their oral language to facilitate their reading and writing skills in the social studies curriculum, which has been created by the Bilingual Team in our school to support English Language Learners.

2. Overall, ELLs of lower grades (Kindergarten through Grade 2) are mostly at the beginning and intermediate levels: 78% in K, 100% in

Grade 1, and 88% in Grade 2. There is a higher percentage of ELLs at the beginning level at the lower grades: 56% in K, 86% in Grade 1, and 50% in Grade 2. As the grade goes up, ELLs generally cluster more at the intermediate and advanced levels: 44% in K, and 81% in Grade 3. There is a high percentage of ELLs at the beginning level in Grade 1 (86%). As the grade goes up, there are more ELLs at the intermediate and advanced levels: 50% in Grade 2.

In general, a much higher percentage of ELLs in third grade and up are concentrated at the intermediate and advanced levels: 81% in Grade 3, 90% in Grade 4, 100% in Grade 5, and 78% in Grade 6. The exceptions in Grade 6 are due to the fact that there are new comers who arrived in New York City in September 2010.

3. The overall patterns noted above are mostly mirrored across the proficiency level and grade in the four modalities. However, there are some variations due to the fact that there are some new comers and ELLs with special needs.

In general listening and speaking are mastered at a much faster rate. In about two years, younger ELLs can usually acquire social language and communicate in everyday activities. The cognitive academic language proficiency usually takes more time to master. As shown in the data, reading and writing proficiency levels cluster at the beginning and intermediate levels in lower grades. More upper graders are at higher proficiency levels of reading and writing. Writing proficiency seems to take a little more time to achieve than reading proficiency.

The ELLs in the ESL program achieve a relatively higher English proficiency level in four modalities than their counterparts in the TBE program. This is correlated to the fact that the ELLs in the TBE program usually enter our school with a lower proficiency level in English in general.

The instructional implications derived from the patterns across the four modalities are to start instruction in all four modalities at the beginning of ELLs' school career. Since ELLs show more gains in listening and speaking than in reading and writing, listening and speaking should be nurtured continually throughout the curriculum and serve as springboards for reading and writing instruction to address ELLs' academic needs.

Beginning and Intermediate ELLs in Kindergarten, Grade 1, and Grade 2 especially benefit from continued exposure to listening and speaking in English. These youngsters also need intensive instruction in reading and writing.

ELLs in Grade 3 seem to be at a transitional stage in all four modalities. In general, they show much more strengths in listening and speaking than ELL kindergarteners, first graders, and second graders. They move towards a higher level of reading and writing, but there are fewer than half of them at the advanced and proficient levels. Strong emphases on the reading and writing are particularly beneficial to the beginning and intermediate ELLs in Grade 3.

For ELLs of Grade 4 and up, listening and speaking are usually not of major concerns. Most of them are at the advanced and proficient levels in listening and speaking. In contrast, the majority of ELLs are concentrated at the advanced level in reading and writing. Intensive instruction in reading and writing will be beneficial to them. It should be noted that new comers also need intensive exposure to listening and speaking instruction. In addition, some ELLs in these grades are still at the intermediate level. Reading and writing instruction is especially important to them to achieve academic success.

4a. Transitional Bilingual Education (TBE) Program

Overall, the ELLs' English proficiency levels seem to have to do with the extent of exposure to the English language when the students first enrolled in our school. If the language spoken at home is exclusively one other than English, the student is at the beginning level of English proficiency. In other cases, there are varying proficient levels of English due to the prior language environments. Based on English proficiency and new comer status, students have the option to take the Math State Exam in English or Spanish if they have been in the country less than 1 year. Last year we had a total of 5 students (2 third grade, 1 fifth grade and 2 sixth grade students) take the State Math Test in Spanish. Two of the 5 students had both the English and Spanish version of the test as a reference. In addition all 5 students were given the English/Spanish Translation Glossaries as a reference tool when taking the exams.

In K, Grade 1, and Grade 2 the ELLs cluster around the beginning and intermediate levels in all four modalities of NYSESLAT: 75% in K, 100% in Grade 1, and 92% in Grade 2. There are more ELLs stronger in listening and speaking than in reading and writing. 26% of ELLs in Grade 1 and 17% in Grade 2 are at the beginning level in listening and speaking; however, 95% of ELLs in Grade 1 and 46% in Grade 2 are at the beginning level in reading and writing. In third grade, more ELLs are at the advanced level: 56%. The ELLs in third grade have higher proficiency levels in listening and speaking than those in reading and writing. 83% of them are at the advanced and proficient levels in listening and speaking; however, only 56% of them are at the advanced level in reading and writing and no one is at the proficient level in reading and writing.

Data for the comparison between English LABR and Spanish LAB assessments are available for newly enrolled students. For the newcomer ELLs, the comparison between Spanish LAB and English LABR scores shows that all ELLs are at the beginning level in English. In their native language, Spanish, 45% of ELLs in kindergarten are at the beginning level, 45% are at the intermediate level, and none of them are at the advanced or proficient level. In Grade 1, the ELLs are at the beginning level in both English and Spanish. In second grade, the ELLs are at a higher level in Spanish than in English: 100% of the ELLs are at the beginning level in English, 50% of the ELLs are at the intermediate level in Spanish, and 50% of the ELLs are at the proficient level in Spanish. In third grade, the ELLs are at a relatively higher level in Spanish than in English: 100% of the ELLs are at the beginning level in English, 50% of the ELLs are at the beginning level in Spanish, and 50% of the ELLs are at the intermediate level in Spanish. In sixth grade, 100% of the ELLs are at the beginning level in English compared to the 100% of the ELLs at the

intermediate level in Spanish. In general the new ELLs are at a higher proficiency level in Spanish than in English.

Freestanding English as a Second Language (ESL) Programs

In general, the ELLs in all grades but K in the ESL program have higher proficiency levels in English overall based on the NYSESLAT than their counterparts in the TBE program. 80% of ELLs in kindergarten, 100% in Grade 1, 50% in Grade 2, 88% in Grade 3, 90% in grade 4, 100% in grade 5, and 78% in Grade 6 cluster at the intermediate and advanced levels.

In terms of listening/speaking and reading/writing, the pattern remains the same. Listening and speaking are at a higher level than reading and writing. 50% of ELLs in Grade 1, 100% in Grade 2, 100% in Grade 3, 81% in Grade 4, 100% in Grade 5, and 79% in Grade 6 are at the advanced and proficient levels in listening and speaking. However, 0% of ELLs in grade 1, 0% in Grade 2, 25% in Grade 3, 45% in Grade 4, and 57 % in Grade 6 are at the advanced level in reading and writing. 100% of ELLs in Grade 5 are at the advanced level but no one is at the proficient level. Except for the one ELL in grade 2 who is at the proficient level in reading and writing, no ELLs in all the other grades are at the proficient level.

In addition, the proficiency levels tend to be higher as the grade goes up across the NYSESLAT four language modalities. In listening and speaking, ELLs reach advanced and proficient levels in about two years: 60% in K, 50% in Grade 1, 100% in Grade 2, 100% in Grade 3, 81% in Grade 4, 100% in Grade 5, and 79% in Grade 6. The lower percentage of ELLs reaching the higher proficiency levels in listening and speaking in fourth and sixth grades results from the number of new comers. In reading and writing, ELLs also reach higher levels as the grade goes up. The majority of ELLs reach the intermediate and higher levels in reading and writing: 100 % in Grade 1, 50 % in Grade 2, 88% in Grade 3, 90% in Grade 4, 100% in Grade 5, and 78% in Grade 6. As mentioned before, the new comers in different grades need more time to achieve a higher level in reading and writing.

On the ELA Periodic Assessments, the NYC Math Periodic Assessments, the NYC ELL Interim Assessments, and the NYS ELA, Math, Science, and Social Studies, the general pattern is that the majority of ELLs scored at Levels 2 and 3 across grades. The minority of ELLs scored at Levels 1 and 4.

As shown on the English LABR and Spanish LAB, the ELL in Grade 6 is at the higher level of proficiency in Spanish than in English: the intermediate level in Spanish vs. the beginning level in English.

4b. The ELL interim assessments in October 2010 included three language modalities: listening, writing, and reading. The majority of the ELLs in Grade 4 and up are at the advanced and proficient levels: 64% in Grade 4, 100% in Grade 5, and 79% in Grade 6. In Grade 3, only 22% are at the advanced level. The other 78% are at the beginning and intermediate levels. In the other grades, the ones scored at the beginning and intermediate levels in the Listening, Writing, and Reading modalities combined are the following: 36% in Grade 4, 0% in Grade 5, and 21% in Grade 6.

The patterns above hold with the individual modality. However, the data show that across the grades the ELLs are at a higher proficiency level in listening than in writing and reading. 84% of the ELLs in Grade 3, 100% of the ELLs in Grade 4, 94% of the ELLs in Grade 5, and 89% of the ELLs are at the advanced and proficient levels in Listening. In writing, 52% of the ELLs in Grade 3, 93% of ELLs in Grade 4, 67% of the ELLs in Grade 5, and 89% of the ELLs in Grade 6 are at the advanced and proficient levels. In reading, 52% of the ELLs in Grade 3, 93% of the ELLs in Grade 4, 67% of the ELLs in Grade 5, and 89% of the ELLs in Grade 6 are at the advanced and proficient levels.

The ELL interim assessments provide us with one part of the assessment data that guide our instruction. Based on the data, appropriate instructional focuses are rendered. The patterns described above are mostly consistent with the general patterns derived from other assessments. Usually, reading and writing proficiency levels are lower than listening and speaking proficiency levels. The ELL interim assessments reflect the similar trend. The school leadership and teachers do take into consideration the proficiency levels across modalities. Teachers of the ELLs modify instruction to meet students' language needs accordingly. The instructional implications derived from the patterns are to start instruction in all four modalities at the beginning of ELLs' school career. Since ELLs show more gains in listening and speaking than in reading and writing, listening and speaking should be nurtured continually throughout the curriculum and serve as springboards for reading and writing instruction to address ELLs' academic needs. The emerging general patterns demonstrate that basic interpersonal communication skills (BICS) are usually acquired quicker than cognitive academic language proficiency (CALP).

4c. Looking at the general patterns derived from the examination of the ELLs' performance in the Periodic Assessments in ELA and Math, we have learned that more than half of the ELLs are at the intermediate level across the grades and the majority of the ELLs are at the intermediate and advanced levels. In the March 2010 ELA interim assessment, 100% of the ELLs in third grade, 87% of the ELLs in fourth grade, 64% of the ELLs in fifth grade, and 89% of the ELLs in sixth grade are at the intermediate level and above. In the March 2010 Math interim assessment, 86% of the ELLs in third grade, 71% of the ELLs in fourth grade, 67% of the ELLs in fifth grade, and 89% of the ELLs in sixth grade are at the intermediate level and above. These general patterns are also true with the other state assessments such as NYS ELA, Math, Social Studies and Science. In the spring 2010 ELA 86% of the ELLs in grade 4 scored at the intermediate level. In the spring 2010 Math, 50% of the ELLs in third grade, 86% of the ELLs in fourth grade, and 62% of the ELLs in fifth grade are at the intermediate level and above. The exceptions are in the third and fifth grade ELA where the 70% and 58% of the ELLs are at the beginning level. In the spring 2010 science test,

57% of the ELLs are at the advanced level. The other three levels have 17% of the ELLs in fourth grade at each level. In the fall 2009 social

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		

Part VI: LAP Assurances